Cambridge High School Policies and Procedures

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# Te Tiriti o Waitangi

Te Tiriti o Waitangi is one of Aotearoa New Zealand's founding documents and represents the binding contract between Māori and the Crown. Cambridge High School recognises our role and responsibility to honour and give effect to te Tiriti o Waitangi.

Under the Education and Training Act 2020, a primary objective of the board of Cambridge High School is giving effect to te Tiriti o Waitangi. We do this by:

* working to ensure our plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
* taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
* achieving equitable outcomes (see "[Māori Educational Success](#O_13408)" on page 38) for Māori students
* providing opportunities for learners to appreciate the importance of te Tiriti o Waitangi and te reo Māori.

Cambridge High School works from the principles of partnership, protection, and participation to meet our obligations under te Tiriti o Waitangi. These principles reflect the three articles of te Tiriti.

Partnership

Cambridge High School aims to work in partnership with our local Māori community to support rangatiratanga/self-determination. We actively seek the guidance of our local Māori community to help us better meet the needs of our ākonga Māori and ensure they experience educational success as Māori.

We consult with our local Māori community on the development of our charter/strategic plan to make sure it reflects and upholds appropriate tikanga Māori and te ao Māori. We seek opportunities to collaborate with Māori to invest in, develop, and deliver Māori-medium learning (NELP Priority 2).

Protection

Cambridge High School actively protects and upholds mātauranga Māori, te reo Māori, and tikanga Māori, and ensures they are meaningfully incorporated into the everyday life of our school (NELP Objective 5). We actively engage with Ka Hikitia Ka Hāpaitia .

We take all reasonable steps to make instruction available in te reo Māori and tikanga Māori.

We support our teachers to build their teaching capability, knowledge, and skills in te reo Māori and tikanga Māori. We provide opportunities for teachers to develop their understanding and practice of culturally responsive teaching that takes into account ākonga contexts (NELP Priority 6).

Participation

Cambridge High School has high aspirations for every student. We encourage the participation and engagement of students and their whānau in all aspects of school life.

Our relationships with our school community help us meet the needs of all students and sustain their identities, languages, and cultures. The participation of whānau and our wider Māori community actively informs the way we design and deliver education to ensure ākonga Māori experience educational success as Māori (NELP Priority 2).

This policy aligns with NELP Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.

Related topics

Māori Educational Success (on page 38)

School Planning and Reporting (on page 83)

Equal Employment Opportunities (on page 97)

Learning Support (on page 31)

Inclusive Education (on page 28)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: The Education and Training Act 2020: Te Tiriti o Waitangi

TKI | Te Kete Ipurangi: Treaty of Waitangi principle

Victoria University of Wellington | Te Herenga Waka: Te Tiriti o Waitangi Guide

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518), Term 4 2020 (see "[Term 4 2020 Release Notes – Education and Training Act – Internal Review](#O_36183)" on page 564), Term 2 2017 (on page 627)

# Governance and Management

## Board Responsibility

The board is a crown entity and is responsible for the governance of this school. The board meets the primary objectives in the Education and Training Act 2020, which aim to ensure:

* every student at the school can attain their highest possible standard in educational achievement
* our school is a physically and emotionally safe place for all students and staff
* we implement the relevant student rights in the New Zealand Bill of Rights Act 1990 and the Human Rights Act 1993
* we take all reasonable steps to eliminate racism, stigma, bullying, and other forms of discrimination within the school
* we cater for and are inclusive of students (see "[Inclusive Education](#O_16397)" on page 28) with differing needs
* we give effect to te Tiriti o Waitangi (on page 1) by:
* working to ensure our plans, policies, and local curriculum reflect tikanga Māori, mātauranga Māori, and te ao Māori
* taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori
* achieving equitable outcomes (see "[Māori Educational Success](#O_13408)" on page 38) for Māori students.

To meet these objectives, we:

* carefully consider the National Education and Learning Priorities (NELP)
* are financially responsible
* comply with all our legislative obligations (see "[Legislation and Regulations Policy](#O_7938)" on page 389)
* implement any relevant:
* curriculum statements and national performance measures
* teaching and learning programmes
* monitoring and reporting of student progress.

Responsibilities

The board delegates the day-to-day implementation of many of its responsibilities and the supporting operational policies and procedures to the principal, but does not delegate the board's accountability.

At Cambridge High School, the board is responsible for the following board-level overarching policies:

* Curriculum and Student Achievement Policy (on page 20)
* Documentation and Self-Review Policy (on page 74)
* Employer Responsibility Policy (on page 85)
* Finance and Property Management Policy (on page 149)
* Health, Safety, and Welfare Policy (on page 181)
* Legislation and Regulations Policy (on page 389)

Consultation

The Education and Training Act 2020 requires boards to consult in key areas of governance. For example, Cambridge High School carries out consultation when:

* working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori
* preparing our draft charter/strategic plan
* drafting our statement on the delivery of the health curriculum
* making or amending a bylaw (school rule)
* developing or reviewing an enrolment scheme
* adopting or revoking a cohort entry policy for new entrants
* considering varying school hours on a permanent basis.

Further, Cambridge High School reviews its policies and procedures through SchoolDocs at least every three years, involving board, staff, and parents. This is an opportunity for our school community to comment on our policies and procedures, and how they are being implemented.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Bill of Rights Act 1990

Human Rights Act 1993

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Consulting on bylaws (school rules)

NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: Consulting your school community

Ministry of Education | Te Tāhuhu o te Mātauranga: [The Statement of National Education and Learning Priorities](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_40302)  (NELP)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518), Term 1 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_42202)" on page 536), Term 2 2021 (see "[Term 2 2021 Release Notes – Internal Review](#O_39242)" on page 553)

## Governance Documents

The board is responsible for the governance of the school, and maintains effective governance practices. Our governance framework complies with legislative requirements and supports the operation of the school. Board members understand their roles and responsibilities, comply with code of conduct requirements, and work within the guidelines of our governance documents.

As required by the Education and Training Act 2020 (s 166), all state and state-integrated school board members must meet minimum standards of conduct. These minimum standards are set out in the Code of Conduct for State School Board Members.

The code of conduct applies to each board member individually. Schools may expand on the minimum standards of the code, but additional standards must be agreed on by all board members if it is adopted by the board as a whole.

Ministry of Education | Te Tāhuhu o te Mātauranga: Code of conduct for school board members

Legislation <http://www.legislation.govt.nz/>

Education (School Board) Regulations 2020

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Code of conduct for school board members

Release history: Term 2 2023 (see "[Term 2 2023 Release Notes - Internal Review](#O_49064)" on page 495), Term 2 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_43880)" on page 531)

## Principal Responsibility

The principal is the educational leader, the chief executive, and an employee of the board. The principal is also a full member of the board and is the link between policy and operation.

The principal:

* is responsible for the supporting policies and procedures relating to the board-level overarching policies
* has discretion to manage the school's day-to-day administration (as the board delegates)
* may further delegate some of the responsibility to other staff members
* provides the board with the information it relies on to carry out its own responsibilities.

For information and resources, see NZSTA , ERO , SPANZ , NZPF , and the Ministry of Education .

# Quick Links for Staff

About SchoolDocs

Cambridge High School uses SchoolDocs to maintain a comprehensive, up-to-date, set of policies and procedures. These policies and procedures follow guidelines and legislation (see "[Legislation and Regulations Policy](#O_7938)" on page 389) and best practice, and have been tailored for our school. For more information about SchoolDocs, see schooldocs.co.nz.

The principal, board, staff, and other members of our school community all have access to SchoolDocs.

Quick links

This section highlights information of particular interest to staff. You can use the links below to find information, or use the Search to find information on the site.

The topics below are a selection of key policies and procedures only – you have access to the whole site. Use the Search function to find specific information.

|  |  |  |
| --- | --- | --- |
| I want to find out about... | Key policies and procedures | |
|  | If any of the links on this page are not active, your school doesn't have the topic/s. | |
| Achievement (student) |  | * Curriculum and Student Achievement Policy (on page 20)   Student Achievement Information (see "[Student Assessment and Achievement](#O_16331)" on page 22)  Recognising Student Achievement (on page 85)  Feedback and Feedforward to Students: Monitoring and Marking (on page 26)  Māori Educational Success (on page 38)  Reporting to Parents on Student Progress and Achievement (on page 85) |
| Attendance |  | * Student Attendance (on page 391) |
| Child protection |  | * Child Protection (on page 298) * Abuse Recognition and Reporting (on page 305) |
| Concerns and complaints |  | * Complaints (see "[Concerns and Complaints](#O_12727)" on page 109) |
| COVID-19 |  | * COVID-19 Health Measures (on page 240) |
| Curriculum |  | * Curriculum and Student Achievement Policy (on page 20)   Home Learning (on page 23)  Inclusive Education (on page 28)  Religious Instruction  Career Guidance   * Copyright (on page 414) |
| EOTC |  | * Education Outside the Classroom (see "[Education Outside the Classroom (EOTC)](#O_34593)" on page 42) |
| Emergencies |  | * Planning and Preparing for Emergencies, Disasters, and Crises (on page 203) |
| Employment |  | * Staff Induction (see "[New: Staff Induction](#O_34923)" on page 95) * Teacher Relief Cover * Staff Leave (on page 140) * Classroom Release Time (primary) / Timetable (secondary) (see "[Timetable](#O_16675)" on page 107) * Conflict of Interest (on page 155) |
| Facilities and grounds |  | * Smokefree and Vapefree (on page 350) * School Swimming Pool (on page 376) * Sleepovers at School (on page 178) * School Vehicles (on page 180) * Dogs on School Grounds (on page 361) |
| Finance |  | * Travel Expenditure (on page 162) * Gifts (on page 164) * Personal Property and Insurance (on page 169) |
| Health and safety |  | * Worker Engagement, Participation, and Representation (on page 201) * Harassment (on page 339) * Healthcare (on page 241) * Health Conditions (on page 258) * Alcohol, Drugs, and Other Harmful Substances Policy (on page 345) * Animal Ethics (on page 360) * Risk Management (on page 191) * Food Safety (on page 327) * Food and Nutrition (on page 326) * Hazardous Substances (on page 382) * Visitors (on page 198) |
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| Performance and conduct |  | * Staff Conduct (on page 138) * Staff Social Media (on page 337) * Professional Development (see "[New: Professional Development](#O_34932)" on page 128) * Teacher Professional Growth Cycle (on page 127) |
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| Staff induction |  | * Staff Induction (see "[New: Staff Induction](#O_34923)" on page 95) |
| Staff wellbeing |  | * Staff Wellbeing and Safety (on page 333) |
| Student safety and welfare |  | * Student Wellbeing and Safety (on page 297) |
| Student teachers |  | * Student Teachers (see "[Student Teachers (Teacher Trainees/Teacher Interns/Pre-Service Teachers)](#O_9099)" on page 142) |
| Technology |  | * Digital Technology and Online Safety (on page 362) * Bring Your Own Device (see "[Bring Your Own Device (BYOD)](#O_10289)" on page 370) * Responding to Digital Incidents (on page 365) * Personal Digital Devices (see "[Cellphones](#O_27743)" on page 369) |
| Te Tiriti o Waitangi |  | * Te Tiriti o Waitangi (on page 1) |

# Parents and Whānau

About SchoolDocs

Cambridge High School uses SchoolDocs to maintain a comprehensive, up-to-date set of policies and procedures. These policies and procedures follow guidelines and legislation (see "[Legislation and Regulations Policy](#O_7938)" on page 389) and best practice, and have been tailored for our school. For more information about SchoolDocs, see schooldocs.co.nz.

The principal, board, and members of our school community all have access to SchoolDocs. This section highlights information of particular interest to parents and whanāu. (SchoolDocs uses the term "parents" to refer to parents and caregivers. Sometimes, whānau is also used.)

You can use the quick links to find information, or use Search to find information on the site.

## Parent Involvement

Parents may wish to support the school by volunteering their time and skills. This may include helping with class programmes, sports coaching, fundraising, school productions, trips, and camps. Parents may also take part in school policy reviews, or become members of the board or parent group.

Parent involvement contributes to a strong school community and has benefits for everyone involved. Many events would simply not take place without the involvement of parent volunteers.

Becoming a volunteer

* Parents are welcome to offer their time and assistance.
* Parents are invited to help when the need exists. When there are more offers of help than required, the school declines some of these offers. The school reserves the right to decline offers of help at any time.
* Parents are considered for their suitability for the event or activity, and are asked to complete a volunteer agreement form. For Education Outside the Classroom (EOTC) events, suitability may include specific skill levels required for the event.
* At our school, we police vet parent volunteers for camps and overnight activities.
* Parents are informed of their obligations and role as helpers.
* Activities involving volunteers are monitored by staff.
* Note that it is not always appropriate for younger siblings to come along with the parent helper. Please discuss this before the event/activity.

All volunteers are expected to comply with the school's smokefree and vapefree (on page 350) and alcohol/drugs (see "[Alcohol, Drugs, and Other Harmful Substances Policy](#O_8557)" on page 345) policies.

Care and protection of children

* The school's child protection (on page 298), privacy (on page 396), and sharing images of students (on page 405) policies apply to anyone helping in the school. For example, volunteers must maintain confidentiality regarding other students, and should be aware of not being alone with students.
* Volunteers at school will sometimes become aware of issues relating to individual families or specific students. Any issues or concerns should be communicated immediately to the classroom teacher who should be able to reassure parent volunteers that the school is managing the situation. Concerns and issues should not be discussed with other parents.
* If the parent volunteer continues to have concerns, these should be raised with the principal.

Related topics

Police Vetting for Non-Teachers (on page 147)

EOTC Parent Help (on page 65)

EOTC Transport (on page 68)

Child Protection (on page 298)

Privacy (on page 396)

Sharing Images of Students (on page 405)

Keywords: parent help

Release history: Term 1 2020 (see "[Term 1 2020 Release Notes – Scheduled Review](#O_32720)" on page 585), [Term 3 2018 (on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_21251) 615[), Term 1 2018, (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_13870)[Term 1 2018](#O_21245)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_13870) 620) Term 1 2016 (see "[Term 1, 2016](#O_13295)" on page 637)

## Communicating with Parents

Our communication strategies help us inform and engage parents on matters related to the school. Current, clear, and consistent information helps staff, students, and parents feel connected and confident that they know how the school operates, and what is going on in the school.

We encourage parents to raise any questions or concerns (see "[Raising Concerns](#O_12729)" on page 111) with the school directly, so that any issues can be addressed and resolved for the whole school community.

Contact details

* Parent and caregiver contact information is updated by the school at the beginning of each year. Parents are responsible for letting the school know about any changes to their contact details, including details of parents who don't live with the child but who wish to receive school information and notices.
* Parents can access school and staff contact information through the school office, website, and newsletter.

Everyday communication

* We use a range of methods to communicate general information with parents and our school community including the school website, regular newsletters, email, and Facebook.
* If the school has concerns about a student's welfare or behaviour, we will contact parents.
* We protect the privacy of our students and their families in our communications as appropriate.
* Parents are asked to contact the school if their child will be absent or late that day.

Urgent communication

* In the event of an emergency, disaster, crisis, or school closure, the school contacts parents and caregivers when it can, using the available communication options (see "[Communication During an Emergency, Disaster, or Crisis](#O_23635)" on page 214).
* Cambridge High School notifies parents/caregivers when a student has an illness or injury that requires rest at home or attention from a doctor. Parents are also notified of any head or spinal injuries, notifiable injuries, or any other injury that may cause concern. When in doubt, we contact parents/caregivers so they can decide whether any further action is needed. If parents/caregivers cannot be reached, we try emergency contacts. We decide at the time which staff member will liaise with whānau.

Reporting to parents

Communicating with parents about their child's progress and achievement is an important part of school life. Reporting methods may include parent interviews, written reports, and informal conversations.

The school also celebrates the success of students and shares achievements within the school community.

Related topics

Rights of Parents, Guardians, and Caregivers (on page 330)

Privacy (on page 396)

Student Attendance (on page 391)

Communicating During an Emergency, Disaster, or Crisis (see "[Communication During an Emergency, Disaster, or Crisis](#O_23635)" on page 214)

School Closure (on page 215)

Communicating about Injuries and Illness (on page 253)

Reporting to Parents on Student Progress and Achievement (on page 85)

Recognising Student Achievement (on page 85)

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 1 2019 (on page 609)

## Community Conduct Expectations

Cambridge High School is committed to providing a safe and healthy environment for students, staff, and visitors.

Our Code of Conduct serves as a reminder to all parents, caregivers, and school visitors that their conduct must support everyone’s emotional and physical wellbeing, and not harm it in any way.

The Code of Conduct applies:

* to all conduct, speech, and action, and includes emails, texts, phone calls, social media, or other communication
* while on school grounds or at another venue where students and/or staff are assembled for school purposes (such as a camp or sports match).

Standards of conduct

Cambridge High School expects parents, caregivers, and visitors to:

* treat everyone with respect
* work together in partnership with staff for the benefit of students
* respect and adhere to our school values
* set a good example for students at all times
* follow school procedures to handle any complaints
* adhere to school policies and procedures (such as those listed below), and any legal requirements.

Examples of unsuitable conduct include:

* threats, bullying, harassment
* profanity/offensive language
* insulting, abusing, or intimidating behaviour
* racism or discrimination (e.g. based on ethnicity, religion)
* physical aggression
* deception/fraud
* damaging school property
* smoking, vaping, possessing, or using alcohol/drugs/other harmful substances on school premises or at another venue where students and/or staff are assembled for school purposes (except possession or use of alcohol in accordance with school policy)
* placing unreasonable and excessive expectations on staff time or resources
* pursuing a complaint or campaign, or making defamatory, offensive, or derogatory comments, regarding the school, its board, or any staff or students on social media or other public forums
* wearing gang insignia on the school grounds. (This is not allowed under the Prohibition of Gang Insignia legislation, and anyone wearing it will be asked to leave.)

Dealing with breaches of the Code of Conduct

How Cambridge High School deals with breaches of our Code of Conduct depends on the nature of the incident and its seriousness, and the process any witness or victim of the behaviour feels most comfortable with. Examples include:

* documenting each instance of behaviour, including the date, time, place, who was present, what was said (verbatim if possible), how any witness or victim felt and/or responded
* holding a meeting with the relevant person, the principal, and/or board chair (or their delegate) or appropriate staff member to discuss the problem and possible resolution
* issuing a warning letter that outlines the problem and required resolution, and reminds them of the possible outcomes of repeated conduct
* arranging a meeting, which may include restorative practices, as an alternative or in addition to the processes above.

Outcomes of breaching the Code of Conduct

If a parent, caregiver, or visitor acts or speaks in a way that contravenes the Code of Conduct, possible outcomes may include:

* The school (principal, board member, or staff member) may ask a person to leave the school premises by revoking their permission to be on the school grounds, then asking them to leave under section 3 of the Trespass Act 1980.
* Unacceptable behaviour of a criminal nature may result in the police being informed. For example, under section 241 of the Education and Training Act 2020, it is a criminal offence to insult, abuse, or intimidate a staff member within the presence or hearing of any student while on school premises or in any other place where students are assembled for school purposes. Other instances of criminal offending may occur where drugs are involved, an assault has occurred, or a person persists after being trespassed off school grounds.
* In the case of behaviour amounting to harassment, a restraining order may be sought.
* In some instances, it may be appropriate to refer behaviour to a third party for resolution. For example, a Facebook comment that contravenes this policy may result in a report to Facebook. If unacceptable behaviour occurs at a sports event or sports venue, then it may be appropriate to involve the governing body of that sport, event, or venue.

Related topics

Visitors (on page 198)

Parent Involvement (on page 12)

Inclusive Education (on page 28)

Harassment (on page 339)

Complaints (see "[Concerns and Complaints](#O_12727)" on page 109)

Privacy (on page 396)

Alcohol, Drugs, and Other Harmful Substances Policy (on page 345)

Smokefree and Vapefree (on page 350)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Trespass Act 1980, section 3

Prohibition of Gang Insignia in Government Premises Act 2013

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes – Education and Training Act – Internal Review](#O_36183)" on page 564), Term 3 2020 (see "[Term 1 2020 Release Notes](#O_34476)" on page 577)

## Community Social Media Guidelines

This policy applies to anyone using school-related social media.

Expectations

Administrators and users of all Cambridge High School social media accounts must use their best judgement when using school social media.

Posts and comments must be:

* polite and represent the school in a good light
* relevant to the school community
* consistent with relevant school policies

(e.g. Privacy (on page 396), Digital Technology and Online Safety (on page 362), Harassment (on page 339), Bullying (on page 274)).

Posts and comments must not contain or link to:

* abusive content, bad language, personal attacks, spam
* advertising (unless this is thanking a business for their support)
* identifiable images of a student's face (unless with relevant permission).

If users breach the conditions above, the post/comment may be deleted and the user may be blocked.

Also see Sharing Images of Students (on page 405) and Publishing Student Information (on page 404).

Administrators

Administrators of social media accounts must be currently associated with the school. If an administrator's association with the school ends, they must be removed as an administrator. A senior staff member will always be an administrator on the account.

Anyone setting up a social media page that is associated with the school must seek permission from the principal/board.

Administrators are responsible for:

* monitoring posts/comments regularly
* removing inappropriate posts/comments (and blocking users if necessary)
* documenting harmful content with a screenshot and removing it as soon as possible
* reporting inappropriate content to senior staff.

Concerns

We encourage parents to contact the school when issues arise. If you have a concern, please let us know before sharing negative personal views online. Also refer to our Concerns and Complaints Policy (see "[Concerns and Complaints](#O_12727)" on page 109).

Related topics

Sharing Images of Students (on page 405)

Publishing Student Information (on page 404)

Recording Photos, Video, and Sound (on page 368)

Responding to Digital Incidents (on page 365)

Resources

Ministry of Education: Managing Negative Social Media

## Quick Links for Parents

If any of the links on this page are not active, your school doesn't have the topic/s.

|  |  |  |
| --- | --- | --- |
| I want to find out about... | Key policies and procedures | |
| Alcohol and drugs |  | Alcohol, Drugs, and Other Harmful Substances Policy (on page 345) and also Student Breaches of the Alcohol, Drugs, and Other Harmful Substances Policy (on page 352). |
| Attendance |  | Student Attendance (on page 391) – Parents must let school know if their child will be absent. The school follows up ongoing attendance issues. |
| Behaviour (students) |  | Behaviour Management (on page 272) – If you have concerns about an incident at school, please contact the school and the school will deal with the concern.  Harassment (on page 339) and Bullying (on page 274) – Harassment and bullying behaviour by anyone is not tolerated at our school. |
| Closing the school in an emergency |  | School Closure (on page 215) – If the school needs to close in the event of extreme weather or a local emergency, it informs parents through its available communication options. |
| Complaints |  | Concerns and Complaints (on page 109)   * We encourage open communication and prefer that parents come to us to talk through a problem. * Most complaints can be resolved informally (see "[Raising Concerns](#O_12729)" on page 111) by discussing the issue with the people concerned. * If informal processes don't resolve your concern or complaint, you can make a formal (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112) complaint. |
| Conduct (school community and visitors)  Also see Visitors and Volunteering at school (below). |  | Community Conduct Expectations (on page 15) – Parents, caregivers, and visitors to the school are expected to contribute to the health and safety of the school community. Unsuitable conduct is not tolerated at school. |
| Contacting the school (communication) |  | Communication (see "[Communicating with Parents](#O_7428)" on page 13) – This comprehensive topic contains information about how the school communicates with parents. |
| COVID-19 |  | COVID-19 Health Measures (on page 240) |
| Digital Technology and Online Safety |  | Digital Technology and Online Safety (on page 362) – This topic outlines the issues and challenges associated with our students being competent and confident users of digital technology, and focuses on the safety of students. |
| Donations and fundraising |  | School Donations/Attendance Dues (see "[School Donations and Student Activity Payments](#O_875)" on page 157) – This topic links you to further topics that explain how our school sources additional funds, e.g. student activity payments, sponsorship (on page 159), etc. |
| Enrolment |  | Enrolment (on page 395) |
| EOTC (Education Outside the Classroom) |  | EOTC Communicating with Parents (on page 63) – This topic contains important information about parental consent, risk disclosure, health information, and parent help. |
|  |  | EOTC Parent Help (on page 65)   * Many EOTC activities could not take place without the help of parent volunteers. * The school's policies, such as privacy, child protection, smokefree, apply to parents helping with school events. * This topic provides general guidelines for parent helpers, and notes our school's position on police vetting. |
| Healthcare |  | Allergies (on page 260) – We aim to provide a safe environment for students with allergies. Parents advise the school of any allergies their child has, and provide an action plan as necessary.  Asthma (on page 263) – Parents should inform the school of their child's condition, update this information as necessary, and provide the necessary medication.  Communicating about Injuries and Illness (on page 253) – We follow school processes for contacting parents/caregivers or emergency contacts about injuries and illness.  Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268) – Students must stay away from school when they are unwell to stop illness from spreading. How long they should be home depends on their illness. Remember to let school know the student will be absent.  Medicines (on page 245) – The school has a responsibility to ensure that school-held student medication is kept securely and taken appropriately. |
| Home Learning |  | Home Learning (on page 23) |
| Learning Support |  | Learning Support (on page 31) – The topics in this section explain how we support your child's learning needs, and who provides this support. |
| Personal Digital Devices |  | Personal Digital Devices (see "[Cellphones](#O_27743)" on page 369) – This topic states the school's policy on digital devices at school. |
| Planning and Preparing for Emergencies, Disasters, and Crises |  | Planning and Preparing for Emergencies, Disasters, and Crises (on page 203) – This topic links you to further topics including Evacuation (on page 209), Emergency Kits and Supplies (on page 212), School Closure (on page 215), and Communication During an Emergency, Disaster, or Crisis (on page 214). |
| Privacy |  | Privacy (on page 396)  Parents and the Privacy Act (on page 402)  Publishing Student Information (on page 404)  Sharing Images of Students (on page 405)  Cambridge High School Student Information Consent Form (on page 405) |
| Religious Instruction |  | Religious Instruction |
| Separated parents, guardians, and care arrangements |  | Parent/Guardian Arrangements (on page 332)   * Parents are responsible for informing the school of the day-to-day care, pick-up, and contact arrangements in place for their child, whether agreed informally, recorded in an agreement, or provided for in court orders. * Parents and guardians have rights (see "[Rights of Parents, Guardians, and Caregivers](#O_18686)" on page 330) in relation to their child's education. * Any parent, guardian, or other person wishing to have contact with a student during school hours must follow the school's Visitors (on page 198) policy. * Our school uses the student's surname (see "[Parent/Guardian Arrangements](#O_18682)" on page 332) as provided at enrolment, unless advised otherwise. |
| Smoking |  | Smokefree and Vapefree (on page 350) – Our school is smokefree and vapefree, all the time, no exceptions! |
| Sun policy |  | Sun Protection (on page 358) – This topic outlines when our sun protection policy applies, and what this involves. |
| Vetting |  | EOTC Parent Help (on page 65), Parent Involvement (on page 12) |
| Visitors |  | Visitors (on page 198) – This topic lets you know our expectations for when you visit school during school hours. We expect parents to use common sense and limit disruption to teaching and learning by only making contact or visits during breaks and lunchtime if possible. |
| Volunteering at school |  | Parent Involvement (on page 12) – This topic contains guidelines for those wanting to help with school activities. |

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes - Emergency Planning - Internal Review](#O_36637)" on page 570), Term 3 2020 (see "[Term 1 2020 Release Notes](#O_34476)" on page 577)

# Curriculum and Student Achievement Policy

The board of Cambridge High School fosters student achievement by providing teaching and learning programmes which meet the expectations and incorporate the vision, values, key competencies, essential learning areas, and principles expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa.

The board, through the principal and staff:

* develops and implements teaching and learning programmes that:
* contribute to the inclusive culture (see "[Inclusive Education](#O_16397)" on page 28) of the school
* provide all students in years up to year 10 with opportunities to achieve success in all areas of the national curriculum, including the revised technology curriculum
* give priority to student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
* balance curriculum opportunities for students with the teaching and other resources available
* evaluates the progress and achievement (see "[Student Assessment and Achievement](#O_16331)" on page 22) of students, through the analysis of good quality assessment information, giving priority to:
* student progress and achievement in literacy and numeracy and/or te reo matatini and pāngarau
* the breadth and depth of learning related to the needs, abilities, and interests of students; the nature of the school's curriculum; and the scope of the national curriculum (as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa)
* analysing barriers to learning and achievement
* identifies students, and groups of students, through the analysis of good quality assessment information, who:
* are not progressing and/or achieving, or are at risk of this
* need learning support (including gifted students)
* develops and implements teaching and learning strategies to address the needs of students identified above, and any aspects of the curriculum that require particular attention
* develops plans and targets for improving the progress and achievement of Māori students (see "[Māori Educational Success](#O_13408)" on page 38) – these are made in consultation with the school's Māori community and are made known to the school community
* provides appropriate career education and guidance for all students, including specific guidance for students at risk of leaving school unprepared for work or further education.

Also see our school website for curriculum information .

Release history: Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 1 2018 (on page 620)

Keywords: Maori

keywords: Maor

Keywords: Maori

## Student Assessment and Achievement

The school fosters student achievement by providing inclusive teaching and learning programmes, and opportunities to achieve success in all areas of the national curriculum.

We collect information about individual student performance through formal and informal tests and assessments, and regularly report to students and parents/caregivers on student achievement and progress.

The board ensures that fair and valid assessment practices operate at Cambridge High School and delegates the implementation of assessment procedures to the principal. Assessment results are compared with and analysed for student and school achievement goals and targets. We maintain assessment records on our student management system.

The purpose of assessment is to improve student learning outcomes and the quality of our teaching programmes. It informs our strategic planning and enables us to provide feedback on individual performance to students and parents, and to report on schoolwide achievement to the board, parents, community, and the Ministry of Education.

Cambridge High School has applied for and gained consent to assess students for the National Certificate of Educational Achievement (NCEA). We have internal procedures in place to monitor and review our assessment practices, delivery of teaching programmes, and provision of courses. NZQA also reviews our assessment practices regularly through Managing National Assessment (MNA) reports.

Teachers hold qualifications relevant to the areas they are teaching or assessing, and/or have equivalent knowledge and skills to assess the subject area, as required. They will have completed standards-based assessment training as appropriate, and are involved in ongoing professional development to support their knowledge of best practice. This applies to qualifications being delivered by the school and by external providers, where teachers are overseeing that study.

Guidelines for assessment

Assessment practices

* Our assessment practices meet all relevant school and external guidelines, including NZQA and MNA review requirements. We meet NZQA requirements to maintain our consent to assess, and follow up any external review recommendations.
* Our assessment practices are clear and consistent, and meet the needs of students, including those with learning support needs.
* We provide a range of assessment opportunities for students to demonstrate their best achievements.
* We regularly review our assessment practices and make improvements when required.
* Our planning for courses includes assessment requirements and methods.
* We have consistent procedures for managing late or missed assessments, and derived grades.

Moderation

* We have a clear process for internal pre- and post-moderation of assessment tasks.
* We comply with relevant external moderation requirements, such as NZQA and ITOs, and including:
* only reporting results that have been subject to internal moderation and are complete, up to date, and checked for accuracy
* submitting materials for external moderation and using moderation reports to validate and/or improve assessment quality.

Data

* Our assessment evidence is valid, authentic, and sufficient.
* We record assessment information accurately and consistently, and transfer it to the NZQA Record of Achievement database as appropriate.
* We analyse student achievement data to inform teaching and assessment practice and to validate our assessment processes.
* We manage applications for derived grades, special assessment conditions (SAC) applications, late entries, etc., and send them to NZQA on time.
* Information on student achievement is archived according to the School Records Retention and Disposal (on page 408) Schedule.

Communication

* The student is the focus of assessment and given effective feedback and information to help them attain their goals.
* Course details include information about student requirements and assessment, additional fees, and learner outcomes. Teachers provide guidance to students about relevant assessment pathways.
* Achievement results are reported regularly to students and parents/caregivers. See Reporting to Parents on Student Progress and Achievement (on page 85).
* Overall results are reported to the school community and Ministry as appropriate.

Resources

NZQA: Approval, accreditation and registration

NZQA: Guide to requirements for consent to assess for schools

Release history: Term 4 2020 (see "[Term 4 2020 – Internal Review](#O_36510)" on page 572)

## Home Learning

Home learning is an extension of the school programme and supports, enhances, and consolidates teaching and learning. It provides a positive link between home and school, and assists students to develop good work and study habits. The expectations around home learning vary depending on the subject, student rates of progression and the time of the year. The guidelines are available on the school website for more detailed information.

Teachers:

* outline expectations, routines, and suggested time requirements for home learning at the start of the year
* set home learning that reflects students’ individual needs and reinforces teaching and learning
* provide constructive feedback.

Students:

* are responsible for their own home learning
* use a homework diary or consult class Teams access, to record and plan their home learning tasks
* are encouraged to remain at school to complete their work. They are invited to use the library or arrange with a staff member to use classrooms and specialist workspaces.

Keywords: homework

## Distance Learning

At times when students cannot learn on site, Cambridge High School has plans in place to help students continue to learn from home in a way that aligns with our Curriculum and Student Achievement Policy (on page 20). We expect students to remain in contact with teachers and engage with the learning programme at their level.

Periods of school-led learning from home can be challenging and Cambridge High School recognises the importance of:

* demonstrating care and supporting wellbeing
* maintaining positive relationships and social connection
* considering the ability of each student to work independently when planning activities
* keeping things simple (including instructions and tools)
* balancing online activities with offline activities and encouraging downtime.

Cambridge High School appreciates parent/caregiver/whānau efforts to supervise their child to a level appropriate to their age while learning at home. This is particularly important when their child is participating in online sessions.

Online learning

School responsibilities

The online learning space is an extension of the school and classroom and all the relevant school policies apply. Cambridge High School keeps records about student access to digital devices at home and supports families to access the resources needed for their children to participate in online learning. We recognise that even though a student may have a device, their internet access may be limited. Our school only uses online tools, platforms, and apps after we have considered and approved their terms and conditions, privacy settings, data collection, and content ownership agreements.

To maintain professional standards when delivering online teaching and learning, teaching staff:

* notify parents/caregivers/whānau about the use of online learning/video conferencing and possible recording
* set clear expectations around staff availability and response time
* maintain clear boundaries by communicating with students at appropriate times of the day (i.e. during school hours) and through the school-approved education platforms
* keep student information secure and confidential
* understand the technology and know how to control the actions students can perform (e.g. muting microphones, blocking video content, and sharing screens where appropriate)
* avoid one-on-one online tutoring
* keep records/recordings of any video/online conference for their own safety (we ensure students know if a session is being recorded)
* dress appropriately and consider the location when connecting via video (e.g. avoiding using personal spaces such as bedrooms).

The following guidelines apply to online learning:

* When scheduling online sessions, we give advance notice and keep to regular times, acknowledging that not all students may be able to participate all the time.
* In general, staff will respond to messages during normal school hours.

Home responsibilities

Cambridge High School appreciates parent/caregiver/whānau support to:

* ensure others in the home are aware when the student is participating in an online session so that all actions and language in the background are appropriate for a school setting
* help their child, to the best of their ability, to use the technology effectively (e.g. submit work, mute microphones, share screens).

Offline learning

Cambridge High School seeks to balance online learning with activities that don't require devices. We may provide hard copies of learning materials as an alternative to online learning or to complement online learning.

Alternative means of communication

Online interaction may not always be possible and staff may need to communicate with students and their parents/caregivers/whānau in other ways, such as phone calls. When this is needed, staff will keep a record of the communication and who was contacted.

Keywords: hybrid learning

Related topics

Behaviour Management (on page 272)

Digital Technology and Online Safety (on page 362)

Privacy (on page 396)

Recording Photos, Video, and Sound (on page 368)

School Closure (on page 215)

Child Protection (on page 298)

Staff Social Media (on page 337)

Staff Conduct (on page 138)

COVID-19 Health Measures (on page 240)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Distance Learning Checklist

Learning from home

Digital Technology: Safe and responsible use in schools

Netsafe: Support for Teachers

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46415)" on page 512)

COVID

## Feedback and Feedforward to Students: Monitoring and Marking

Feedback should be positive, clear, and appropriate. Its purpose is to:

* recognise, encourage, and reward students' efforts and achievement, and celebrate success
* develop students' awareness of the standards they need to reach to achieve particular levels of the national curriculum
* focus students on achieving learning intentions and setting future goals by indicating "next steps"
* identify students who need additional support, consolidation, or extension activities
* provide evidence of assessments made in terms of learning intentions and levels achieved.

Research has shown that immediate feedback is the most effective, and is therefore more likely to be oral than written. It should take place with the student whenever possible, and be:

* linked to learning intentions and agreed criteria of which students should be aware
* developmental, i.e. achievement is acknowledged and the next learning step highlighted
* legible and clear in meaning, if written
* meaningful to the student, and where possible, students should be given time to reflect upon and act on feedback and feedforward
* positive, where possible, with consideration given to the student's feelings
* appropriate to the learning needs of the individual student.

Methods of marking include:

* oral feedback and/or feedforward in the form of a quick check on progress, or a conference
* written comments
* sharing work with the whole class or with a focus group
* self-evaluation using learning intentions and agreed criteria, which empowers the student to engage with their own learning and to have control over their future goals.

Also see Student Assessment and Achievement (on page 22).

## Co-curricular Activities

Cambridge High School provides a variety of extracurricular and co-curricular activities and events as part of the balanced education we offer to students. Extracurricular and co-curricular activities and events encompass cultural, sporting, and service components.

* Co-curricular activities extend the curriculum beyond the classroom, and are extra to the courses provided and funded by the Ministry of Education.
* Extracurricular activities are generally optional and involve teacher participation outside normal school hours.

Staff and students are encouraged to participate in the activities offered.

See our website for a full list of available activities.

## Inclusive Education

Under the Education and Training Act 2020, our board is required to ensure every student at Cambridge High School can attain their highest possible standard in educational achievement, and that we cater for and are inclusive of students with differing needs. We do this by ensuring our school:

* is a physically and emotionally safe environment for all students and staff (NELP Priority 1)
* implements the relevant student rights under the Education and Training Act, the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993
* takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within education and our school community
* reflects Aotearoa New Zealand's cultural diversity (Education and Training Act, s.133)
* gives effect to te Tiriti o Waitangi
* maintains an inclusive learning community and culture that allows students to express their diverse identities.

Learners at the centre

Learners and their family/whānau are at the centre of Cambridge High School. We empower our students to be engaged in their learning, and to experience success. This includes students who identify as LGBTQIA+, are disabled, have learning support needs, are neurodiverse, or come from diverse ethnic communities (NELP Priority 1).

We collaborate with our school community to understand the aspirations of learners and their family/whānau, and identify and respond to learner strengths, progress, and needs.

Incidents of racism, discrimination, or bullying are addressed through our harassment (on page 339), bullying (on page 274), and/or concerns and complaints (on page 109) policies.

We work with our students and their families/whānau to ensure our school environment and programmes reflect their identities and keep students engaged in school. This includes:

* identifying any practical concerns and support required
* discussing any concerns about student wellbeing and safety
* discussing student privacy, preferred level of information sharing, and obtaining consent before publishing student information
* using the preferred name and pronouns of students

A student may have a preferred name that is not their legal name, and may ask to be referred to by particular pronouns (i.e. he/she/they). We use the preferred names of students in day-to-day use and also make every effort to pronounce the names of our students correctly.

Subject to any formal name change, a student name on official documents will remain their legal name.

* identifying students and groups of students who are not achieving or are at risk of not achieving, and developing strategies to meet their needs.

At Cambridge High School we recognise the diverse learning needs of our students, and the need for barrier-free access to education. We work with students and their families/whānau to identify and address any barriers that may stop students from accessing, participating in, or remaining engaged in education. This includes Māori and Pasifika learners, disabled learners, and those with learning support (on page 31) needs (NELP Priority 3).

Cultural and religious diversity

We aim to instil in our students an appreciation of the importance of diversity, cultural knowledge, identity, and the official languages of Aotearoa New Zealand. We respect and honour te Tiriti o Waitangi (on page 1) and give effect to it in all aspects of school life.

New Zealand has three official languages:

* English
* Te reo Māori
* New Zealand Sign Language

We recognise and value the different cultures represented in our school community, and prioritise inclusivity by:

* supporting teachers to competently teach diverse learners, and make appropriate changes to teaching approaches if necessary
* being sensitive to all religious beliefs and belief systems
* supporting students and families whose first language is not English, including English language (see "[English Language Learners (ELL)](#O_6852)" on page 37) support for eligible students
* celebrating festivals and significant holidays from a range of cultures
* running our own cultural events and activities.

We respect the place of Ngā Tangata o Moana-Nui-a-Kiwa/Pasifika peoples and cultures, and acknowledge the diversity of Pasifika learners and their families. At Cambridge High School, we support engagement and excellent outcomes for Pacific learners by engaging with the Ministry of Education's Action Plan for Pacific Education, and integrating diverse Pacific cultural values, histories, experiences, customs, and languages into curriculum areas, where appropriate.

We foster Pacific culture by supporting our Pasifika culture group, marking Pacific language weeks, and holding fono evenings. Fono evenings are an opportunity to engage with our school community and local Pacific families and communities to discuss educational needs and opportunities.

Our school hosts international students, and our international programme is designed to increase and enhance our students’ awareness and understanding of other cultures and countries.

Sexuality and gender diversity

Schools have a responsibility to be inclusive learning environments for LGBTQIA+ students, including gender diverse students (NELP Priority 1). Inclusive learning environments aim to keep our school safe and to protect the mental and physical health and wellbeing of students. We take the views, beliefs, and customs of our community into consideration, while ensuring that the health and wellbeing of our students takes priority.

Students may identify as gender diverse, gender non-conforming, or another identity (such as non-binary, takatāpui, fa'afafine, hijra, etc). Gender expression refers to how one physically presents themselves (i.e. clothing, hair, body language, or voice), but this does not always align with gender identity. Gender is separate from sexuality, and while gender diverse students may require additional pastoral support, self-expression of gender should not be treated the same as concerning sexual behaviour.

For more information, see Inside OUT: Making Schools Safer

Our school creates an inclusive learning environment for our LGBTQIA+ students by:

* teaching about respectful and inclusive behaviour and languages as part of our ongoing delivery of our vision and values, and the curriculum
* dealing with any issues that may arise around sexuality or gender identity through our Supporting Student Wellbeing (on page 314) policy
* addressing harassment, bullying, or discrimination through our harassment (on page 339), bullying (on page 274), and/or concerns and complaints (on page 109) policies
* upholding the expectations of The Code | Ngā Tikanga Matatika by respecting the diversity of student identities, promoting the wellbeing of learners, and protecting them from harm.

This policy aligns with NELP Objective 1: Learners at the Centre, Objective 2: Barrier Free Access, and Objective 3: Quality Teaching and Leadership.

Related topics

Te Tiriti o Waitangi (on page 1)

Māori Educational Success (on page 38)

Learning Support (on page 31)

Harassment (on page 339)

Bullying (on page 274)

Health Education (on page 39)

Uniform/Dress Code (see "[Uniform/Dress](#O_36239)" on page 414)

Legislation <http://www.legislation.govt.nz/>

Human Rights Act 1993

Education and Training Act 2020

New Zealand Bill of Rights Act 1990

Resources

TKI | Te Kete Ipurangi:

Inclusive Education

Cultural diversity principle

Tapasā – Cultural Competencies Framework for Teachers of Pacific Learners

Ministry of Education | Te Tāhuhu o te Mātauranga:

Success for All – Every School, Every Child and Inclusive practice in secondary schools

Ka Hikitia – Ka Hāpaitia

Learning Support Action Plan

Action Plan for Pacific Education

Office for Disability Issues | Te Tarī Mō Ngā Take Hauātanga: Disability Action Plan 2019-2023

NZ Human Rights Commission | Te Kāhui Tika Tangata: Sexual Orientation, Gender Identity, and Sex Characteristics

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518), Term 2 2021 (see "[Term 2 2021 Release Notes – Internal Review](#O_39242)" on page 553),Term 4 2020 (see "[Term 4 2020 Release Notes – Education and Training Act – Internal Review](#O_36183)" on page 564), Term 1 2020 (see "[Term 1 2020 Release Notes](#O_31746)" on page 584)

Keywords: gender identity; queer; intersex; trans; transgender; LGBTQIA+; transsexual; non-binary; race; Maori; Pasifika; diversity; prejudice

## Learning Support

At Cambridge High School, we promote an inclusive (see "[Inclusive Education](#O_16397)" on page 28) culture where students are valued and respected. All students have the opportunity to achieve their potential, and to participate in school life with their peers.

Resourcing for staffing and support is included in the annual budgeting process. The school works within its funding constraints and annual budgets, prioritising all additional learning needs professionally and carefully.

Identifying learning support needs

Every student has the right to achieve success and make progress at school, regardless of their ability. Every student needing learning support also has the right to assistance to reach their potential.

The Ministry of Education's Learning Support Action Plan 2019–2025 sets out priority actions that help ensure children and young people get the right support, at the right time. Learning should be a positive experience for every young person, including those with learning support needs.

Students who may need learning support include:

* neurodiverse learners and learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments

Priority 4 of the Ministry of Education's Learning Support Action Plan addresses Flexible supports for neurodiverse children and young people.

Neurodiversity is a broad term that includes (but is not limited to) dyslexia, dyspraxia, dyscalculia, dysgraphia, autism spectrum disorder, foetal alcohol spectrum disorder, attention deficit/hyperactivity disorder, trauma related disorders, and auditory or visual processing disorders. It is a challenging concept because it encompasses a range of needs across a broad spectrum of degree and intensity, and can be complicated further where children and young people are "twice-exceptional" (by having more than one condition), making it difficult to understand and respond to their needs. Neurodiverse children and young people often absorb and process information in a different way than others do, meaning that a typical classroom environment and approach to teaching can make it difficult to learn.

Ministry of Education: Learning Support Action Plan (page 32)

* gifted learners
* English language learners (ELL)  (on page 37)
* those who are not achieving, or at risk of not achieving
* those at risk of disengaging.

According to Priority 6 of the Ministry of Education's Learning Support Action Plan:

"At-risk" children and young people includes those at high risk of disengaging or who have disengaged from education. This often results from being exposed to multiple risk factors. These generally fall into four categories: adverse educational settings including cultural bias and discrimination, adverse social and family environments, social and/or economic shock, and individual issues. Individual issues include behaviour, mental health, unrecognised learning disorders, physical health, and disability.

Ministry of Education: Learning Support Action Plan (page 37)

See Identify Learning Support (on page 35)

Communicating with parents

Schoolwide engagement and communication with parents and whānau are key aspects of delivering learning support. We support parents and whānau to seek appropriate support and advice, and involve them in decision-making about their child.

Organising learning support

Services work collaboratively within the Ministry of Education's Learning Support Delivery Model (LSDM) to organise learning support and support may be provided from a range of sources. See Students with learning support needs (Ministry of Education) for comprehensive information about available supports.

Resources provided may include therapy, staffing, equipment and other materials, and property modification and transport, as well as advice and specialist support. Parents/Caregivers are included in decisions regarding the best approach to support the student's learning needs.

Support is coordinated (see "[Learning Support Coordination](#O_3586)" on page 34) at the school. We use our student management system to record any learning support needs so that all staff can access this information and be aware of any support required. Flags are placed beside the name of any student with extraordinary needs. This includes medical, learning, or special assessment conditions.

Funding and resourcing learning support

Some students with significant educational needs are regarded as having ongoing learning support needs, and their extra support is funded through the Ongoing Resourcing Scheme (ORS).

Some students with significant educational needs may receive ongoing resourcing. This resourcing is additional to teacher funding and operational grants.

See Ongoing Resourcing Scheme (Ministry of Education) for more information, including eligibility criteria.

The Learning Support Action Plan prioritises a wide range of support for children and young people with moderate learning support needs, who are not eligible for ORS funding.

Support may include extra teacher or teacher aide time, literacy support, other resources and learning programmes, counselling, mentoring, and careers advice. As appropriate, students may be offered work experience, Gateway, and transition to work programmes, as well as support for assessments, such as NZQA’s Special Assessment Conditions, or readers/writers for assessments.

See Students with learning support needs (Ministry of Education) for comprehensive information about available supports.

Providing learning support

Teachers (see "[The Teacher's Role](#O_36993)" on page 35) plan programmes and strategies to cater for the individual needs of the students in their class. Teachers (see "[The Teacher's Role](#O_36993)" on page 35) and support staff (see "[Learning Support Staff](#O_6841)" on page 36) who are responsible for students needing learning support receive relevant professional development (see "[New: Professional Development](#O_34932)" on page 128) as appropriate.

When a student's needs are identified as ongoing, or the school deems it appropriate for a student, an individual education plan (IEP) is developed. This process involves parents, teachers, and other support agencies as appropriate.

Reporting

At Cambridge High School, principal's reports and staff presentations detail information about learning support in the school. Updates are provided in board and staff meetings to ensure we are consistent and reflective in our practices.

Related topics

Te Tiriti o Waitangi (on page 1)

Māori Educational Success (on page 38)

Inclusive Education (on page 28)

Privacy (on page 396)

Resources

Ministry of Education: Learning Support Delivery Model

Kōrero Mātauranga: Learning Support Action Plan

Ministry of Education: Students with learning support needs

Ministry of Education: Sharing Information

Ministry of Education: Inclusive practice in secondary schools

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes - Learning Support - Scheduled Review](#O_36588)" on page 563), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581), Term 4 2017 (on page 622)

Keywords: special needs

### Learning Support Coordination

The Ministry of Education is introducing a standardised learning support register (sLSR) on the Te Rito platform. There is information on Learning support register to help schools get ready, including how to align existing learning support registers with the sLSR.

At our school, the SENCO is responsible for all students with learning support needs and for all aspects of the delivery of this support.

The key tasks and responsibilities of learning support coordination may be shared across several roles at the school. These tasks may include:

* liaising with the student's previous teachers/education providers and managing the transitions both into and out of school
* coordinating applications for support from outside the school and monitoring programme delivery
* liaising with teachers, learning support staff, parents, and professionals as required. These may include consultants, speech language therapists (SLTs), occupational therapists (OTs), physical therapists (PTs), resource teachers of learning and behaviour (RTLBs), resource teachers of literacy (RTLits), mental health services, Ministry of Education specialists, and psychologists
* responding to concerns raised by parents
* timetabling programmes, meetings, and visits from outside agencies
* managing IEPs (see "[Individual Education Plan](#O_10535)" on page 37)
* maintaining records on individual children and overseeing the school referral process
* monitoring schoolwide learning support needs and trends
* managing the learning support budget (including coordinating applications for funding for ESOL twice each year in terms 1 and 3)
* developing, monitoring, and guiding staff development in issues relating to special needs
* regularly consulting with learning support staff about attitudes, opinions, and general work issues
* ensuring the appraisal of learning support staff is completed by the end of the year
* keeping the school At Risk register and coordinating meetings of the pastoral team.

Our school has a learning support register that allows us to record learning support needs in one place and helps track learners' progress over time.

Resources

Te Rito

Ministry of Education: Learning support register

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes - Learning Support - Scheduled Review](#O_36588)" on page 563), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581), Term 4 2017 (on page 622)

### Identify Learning Support

A learning difficulty may be recognised by school or home, or identified at school through:

* teacher observation
* various assessment tools, procedures, and observations
* consultation – with previous teachers, principal, parents, advisors, therapists, Learning Support (Special Education) Service, etc.
* professional diagnosis from outside agencies, aided and assisted with guidance and support from the school.

All teachers can refer students and groups of students for assessment and possible extra assistance. Teachers can make referrals to the RTLB (Resource Teachers: Learning and Behaviour) (see "[RTLB Service](#O_1083)" on page 485) or other agencies, through the the SENCO.

Parents with concerns about their child's progress should raise these first with the subject teacher, then the dean or the SENCO.

An assessment may consider the following:

* anomalies in learning progress – for example, a student who is articulate but struggles to read
* specific learning needs – for example, a student with dyslexia diagnosed by a qualified assessor
* developmental needs – for example, a student with autism, dyspraxia, or dysgraphia
* language or communication difficulties
* a medical condition – for example, hearing or vision impairment
* a student's self-perception
* mental health concerns such as depression or anxiety
* hyperactivity
* a lack of established skills from the early school years
* domestic issues that may affect social, emotional, or intellectual development – for example fetal alcohol syndrome, post-traumatic stress disorder, or abuse

When a student’s needs are identified as severe and ongoing, or the student is MOE funded for previously identified high needs, an Individual Education Plan (on page 37) is developed. This process involves parents, teachers, and other support agencies contributing as appropriate.

### The Teacher's Role

The teacher:

* helps identify students (see "[Identify Learning Support](#O_27331)" on page 35) requiring learning support
* includes the student in classroom descriptions and in ongoing planning
* plans and assesses an inclusive programme for the student
* supervises and supports the delivery of service from learning support staff
* works cooperatively with IEP (see "[Individual Education Plan](#O_10535)" on page 37) team members to review and set goals
* liaises with family, teachers, learning support staff, the principal, the SENCO, and other professionals as necessary
* stays informed about student information on KAMAR.

### Learning Support Staff

Learning support staff work closely with teachers to meet the needs of students with learning support needs within regular classroom environments. They maintain confidentiality (see "[Privacy](#O_13429)" on page 396) within the school and attend relevant professional development (see "[New: Professional Development](#O_34932)" on page 128).

For a student with ongoing learning support needs, support staff:

* follow the advice, guidance, and requirements of the classroom teacher and the SENCO
* contribute to the development of an individual education plan (see "[Individual Education Plan](#O_10535)" on page 37) and work to meet its objectives
* foster independence as far as possible
* help with other students as needed to allow the student with identified learning support needs to have time with the teacher
* help with supervision and routine needs as appropriate, such as student safety and personal care
* prepare and maintain resources to assist the group or student programme.

When needs are not ongoing, support staff may work with individuals or groups to support teaching and learning and curriculum delivery across the school.

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes - Learning Support - Scheduled Review](#O_36588)" on page 563), Term 4 2017 (on page 622)

### Learning Support Supervision

Students with learning support needs may have particular needs with regards to safety, behaviour, and supervision. Measures to ensure students' safety and adequate supervision include:

* appointing learning support staff to support the student, or group of students
* sharing or delegating some duty supervision (see "[Interval and Lunch Supervision](#O_17087)" on page 328)
* ensuring toileting of students with learning support needs is only carried out by an appropriate teacher or a trained support staff member, and another staff member is informed
* following the school's managing injuries (see "[Managing Injuries and Illness](#O_5639)" on page 250) protocols in the event of an accident, as appropriate
* following the missing student procedure (on page 329) immediately if the student leaves the school without permission or goes missing during the school day.

If a student has an individual education plan it may include more specific information about supervision.

Related topics

Individual Education Plan (on page 37)

Behaviour Management (on page 272)

Dealing with Blood and Body Substances (on page 247)

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes - Learning Support - Scheduled Review](#O_36588)" on page 563), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581), Term 1 2019 (on page 609), Term 4 2017 (on page 622)

### Individual Education Plan

When a student's needs are identified as ongoing, or the school deems it appropriate for a student, an individual education plan (IEP) is developed. This process involves the student, parents, teachers, and other support agencies as appropriate.

The IEP is a collaborative and monitored document that changes over time. It may include:

* who will be working with the student, what their role will be, and what they will do
* how the student's learning can be supported at home
* teaching strategies that will support the student to learn
* resources or special equipment the student might need
* what success for the student and team working with the student will look like.

All ORS students or students supported by itinerant special needs providers have IEPs including those from the Northern Health School and Kelston School for the Deaf.

See Individual Plans (IPs) and Individual Education Plans (IEPs)

Resources

EDUCATION.govt.nz for Parents: Individual Plans (IPs) and Individual Education Plans (IEPs)

TKI: IEP online

TKI: IEP online – Agree and plan (see IEP templates)

Keywords: individual education plan, IEP

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes - Learning Support - Scheduled Review](#O_36588)" on page 563), Term 4 2017 (on page 622)

### English Language Learners (ELL)

English for Speakers of Other Languages (ESOL) programmes teach English to people whose first language is not English. This includes students who are migrants to New Zealand, from a refugee background, or are New Zealand born but have at least one parent of migrant or refugee background. These students will have a wide range of different life and school experiences. These students may be able to access support through government ESOL funding . International fee paying students do not qualify for ESOL funding.

The intenational student director is responsible for overseeing the ESOL programme, including its funding, returns, and organisation.

English Language Learners (ELL) are identified at enrolment, or through teacher or parent requests. Identified students are usually placed in classes with their peer group.

Students are assessed according to the English Language Learning Progressions (ELLP) and Literacy Learning Progressions (LLP). See TKI: ESOL Online .

In terms 1 and 3, a return on ELL students is made to the Ministry of Education, and eligible students receive funding that may be used to employ a teacher aide, or to provide other forms of support. The hours for this resource are managed and reported by the ESOL coordinator. The support programme for ELL students is prepared under the supervision of the coordinator.

Resources

* Ministry of Education: English for speakers of other languages (ESOL) information
* TKI: ESOL Online

Release history: [Term 4 2020 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_33853)[Term 4 2020 Release Notes - Learning Support - Scheduled Review](#O_36588)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_33853) 563), Term 2 2020, (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581) Term 4 2017 (on page 622)

## Māori Educational Success

As required by the Education and Training Act, Cambridge High School's board ensures that every student at Cambridge High School is able to achieve their highest possible standard. Cambridge High School is also committed to te Tiriti o Waitangi (on page 1) and gives effect to te Tiriti by achieving equitable outcomes for ākonga Māori (Education and Training Act, s.127).

Cambridge High School is guided in our thinking, planning, and actions for our ākonga Māori by the cross-agency strategy for the education sector, Ka Hikitia Ka Hāpaitia: The Māori Education Strategy . Our Māori Educational Success policy should be read in conjunction with Ka Hikitia. We support its vision to help ākonga Māori enjoy and achieve educational success as Māori, while developing the skills to participate in te ao Māori, Aotearoa, and the wider world. The board and staff consult with our Māori community when developing policies, plans, and targets for improving the progress and achievement of our ākonga Māori.

To achieve excellent and equitable outcomes for our ākonga Māori, Cambridge High School:

* builds whanaungatanga with our ākonga Māori and whānau, and our local hapū and iwi to ensure everyone is informed and involved as our education partners
* recognises and builds on the diverse abilities, strengths, and aspirations of ākonga Māori and their whānau
* promotes a strong sense of belonging and engagement by integrating te reo Māori, tikanga Māori, mātauranga Māori, and te ao Māori into school life (including the curriculum)
* ensures that the school is a physically and emotionally safe place and works to eliminate racism, discrimination, and stigma – also see Inclusive Education (on page 28)
* engages with any national, regional, and local implementation plans developed by the Ministry of Education and education agencies
* supports staff to access appropriate professional development (see "[New: Professional Development](#O_34932)" on page 128)
* implements effective, high quality teaching and leadership practices that promote success for Māori as Māori.

Cambridge High School supports ākonga Māori achievement by:

* tracking the attendance and achievement of all ākonga Māori
* providing appropriate learning support (on page 31), and other support or extension programmes and processes for our ākonga Māori, as they progress through their schooling
* evaluating and continually improving school programmes and teaching practices
* reporting on ākonga Māori achievement to parents (see "[Reporting to Parents on Student Progress and Achievement](#O_38338)" on page 85), the school community (as appropriate), the board, and the Ministry of Education.

Related topics

Te Tiriti o Waitangi (on page 1)

Inclusive Education (on page 28)

Learning Support (on page 31)

Gifted Learners

School Planning and Reporting (on page 83)

Recognising Student Achievement (on page 85)

Reporting to Parents on Student Progress and Achievement (on page 85)

Racial Harassment (on page 341)

Bullying (on page 274)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

* Ministry of Education: Ka Hikitia Ka Hāpaitia: The Māori Education Strategy
* Ministry of Education: Ka Hikitia Measurable Gains Framework
* Teaching Council: Tātaiako: Cultural competencies for teachers of Māori learners
* NZSTA: Ka Hikitia – Ka Hāpaitia (The Māori Education Strategy)
* NZSTA: Hautu: Māori cultural responsiveness self review tool for school boards
* Ministry of Education: Communities of Learning l Kāhui Ako
* Māori Achievement Collaborative (MAC)
* TKI: Supporting ākonga Māori

Release history: Term 1 2022 (see "[Term 4 2021 Release Notes - Māori Educational Success - Scheduled Review](#O_42413)" on page 540), Term 4 2020 (see "[Term 4 2020 Release Notes – Education and Training Act – Internal Review](#O_36183)" on page 564), Term 1 2019 (on page 609), Term 1 2016 (see "[Term 1, 2016](#O_13295)" on page 637)

Keywords: Maori

## Health Education

Our school is committed to delivering health and physical education programmes that apply best practice, comply with relevant guidelines and legislation, and are appropriate for our school community. We support the positive and holistic development and health of our students.

Consultation and written statement

Our board consults with the school community and produces a written statement at least once every two years about how our school will implement health education. This is a requirement under the Education and Training Act 2020.

For the purposes of this consultation, "school community" means the parents of students enrolled at the school, plus the proprietors (for state-integrated schools), and any other person the board considers to be part of the school community for this purpose.

Education and Training Act 2020, section 91

The Ministry of Education suggests that it is critical that students also be consulted as part of the school community consultation to determine their needs.

Relationships and Sexuality Education: A Guide For Teachers, Leaders, and Boards of Trustees, 2020

Before we adopt a statement, we:

* inform the school community about the content of the health curriculum
* consult with the school community about how we should implement the health curriculum
* determine the health education needs of our students
* prepare a draft statement
* give members of the school community an adequate opportunity to comment on the draft statement
* consider any comments received.

Consultation

The board uses any method of consultation it considers appropriate for ensuring that the school community is engaged, and that the diverse views, beliefs, and customs of the community are taken into consideration. Consultation also aims to:

* strengthen health and physical education programmes
* contribute to the review and evaluation of programmes
* help develop related school policies
* provide opportunities for students, teachers, and parents/caregivers to enhance student learning.

Written statement

Cambridge High School prepares a draft written statement about our delivery of health education and gives the school community reasonable time to give feedback.

Once we have considered any feedback, we adopt our health statement for the next two years and notify the school community. The statement is aligned with our school charter/strategic plan and outlines:

* what will be taught
* how it will be taught
* the option for parents/caregivers to withdraw their child from any aspect of the relationship and sexuality education programme by writing to the principal.

The principal then ensures that the health education programmes are implemented and evaluated effectively.

Relationship and sexuality education

How we approach relationship and sexuality education, including contraceptive education, is an important aspect of our consultation with the school community.

Once we have adopted a statement on how we will teach the health curriculum, our school is not required to seek permission for students to participate in the programme. If a parent has concerns they can discuss these with Cambridge High School staff and/or write to the principal to request that their child be released for specified parts of the health curriculum relating to sexuality education.

If class release is requested, the principal ensures that the student is supervised while released. Students who are released during relationship and sexuality education sessions are not removed from class if a question related to these topics is raised by another student at other times.

Every two years, the principal assures the board that the school has completed its consultation with the school community about how the health curriculum is implemented. The board must adopt a statement about the delivery of the health curriculum for the next two years and share this with the school community. See Self-Review and Board Assurances (on page 78).

Related topics

Inclusive Education (on page 28)

School Planning and Reporting (on page 83)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020 (s.51, s.91, s.102.2)

Resources

Health and Physical Education: Health and physical education in the curriculum

Health and Physical Education: Relationships and sexuality education: A guide for teachers, leaders and boards of trustees

New Zealand Health Education Association l Ako Hauora Aotearoa: Consulting with the community (includes the 2015 NZHEA resource "Developing a health education delivery statement")

New Zealand Family Planning: Community consultation and health education

Education Review Office l Te Tari Arotake Mātauranga: Promoting wellbeing through sexuality education (includes links to brochures for whānau, senior students, and boards)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_43880)" on page 531), Term 4 2018 (on page 613)

## Education Outside the Classroom (EOTC)

The Ministry of Education EOTC Guidelines 2016 classify activities according to type (location) and whether they are lower or higher risk. EONZ's Safety Management Plan (SMP) template categorises events as low risk, high risk, or overnight. The Ministry Guidelines now include the SMP as an appendix and the Guidelines and SMP use the same EOTC forms. Further updates to the Ministry Guidelines are likely to bring them into line with the SMP template.

|  |  |  |
| --- | --- | --- |
|  |  | SchoolDocs acknowledges Education Outdoors New Zealand (EONZ) for use of content from its EOTC Safety Management Plan (SMP) template. The SMP is referenced directly and indirectly throughout this section as appropriate. |

This EOTC section references TKI's EOTC Guidelines – Bringing the Curriculum Alive and was updated in term 3 2018 to include the information and resources contained in EONZ's EOTC Safety Management Plan template.   
  
EONZ has a dedicated support pathway for EOTC management queries: eotcsupport@eonz.org.nz. EOTC coordinators are encouraged to register with the National EOTC Coordinator Database .

Education Outside the Classroom (EOTC) is defined as all those events that occur outside the classroom, both on- and off-site, including all curriculum, sporting, and cultural activities. It also includes overseas trips.

EOTC sits within our safety management system (on page 185) and planning and consent requirements vary according to the type of activity (see "[EOTC Event Categories NEW](#O_12401)" on page 58) and risk assessment.

The school's EOTC activities support and enhance the New Zealand Curriculum.

Students learn through experiences appropriate to their needs and environment. Students need a variety of experiences for maximum development, and should be given opportunities to explore and learn from the world outside the classroom. Education, cultural, and sporting trips support learning in ways that are consistent with our school’s vision and values, support the aspiration for broad and deep learning in real-life context, and the development of key competencies in our students.

School boards and individual teachers have a duty of care to students, and responsibilities under the Health and Safety at Work Act 2015.

EOTC activities must be approved according to the Ministry of Education Management Guide for EOTC activities. The board of trustees delegates the approval as relevant and holds the ultimate legal responsibility for approved excursions. Teachers proposing overseas trips must seek the approval of the board. All school health and safety policies apply to EOTC activities. When there is more than one PCBU involved (such as an outdoor education provider or other school board), the board and EOTC organisers consult, cooperate, and coordinate to ensure that health and safety responsibilities, including risk management, are met. Examples include interschool sports tournaments, school camps, and visits to outdoor education centres.

As defined in the Health and Safety at Work Act 2015, a PCBU is a person conducting a business or undertaking. At a school, the board as a whole is the PCBU. An EOTC event may involve one or more PCBUs such as contracted outdoor education providers, or other schools. PCBUs collaborate to establish responsibilities and actions for health and safety at shared events.

EOTC programmes, events, activities, and experiences:

* enhance learning, through a variety of well-designed, first-hand experiences
* provide experiences for students that encourage awareness of the values and philosophies of the tangata whenua, and other cultures within the school community
* increase students' knowledge, understanding, and appreciation of the school area, local district, and other familiar and unfamiliar places
* promote ecological awareness and personal responsibility towards the environment
* develop students' skills in observation, recording, and organisation
* help students develop self-confidence and a sense of adventure
* assist students in their social development by placing them with others in unfamiliar situations
* help students develop an attitude of responsibility, particularly towards their own safety and that of others
* provide students with opportunities to work together in a group.

To make EOTC effective and safe, the school will:

* involve students, parents, caregivers, and the community at relevant stages of EOTC management (e.g. planning, approval, review, and evaluation)
* take all practicable steps to include students with additional support needs (see "[Learning Support](#O_16385)" on page 31)
* be aware of cultural considerations of participants
* ensure, where possible, that students are not excluded for financial or special reasons
* provide alternative learning situations for students unable to participate
* follow Ministry of Education regulations and guidelines on safety and supervision, risk management, leadership, and legal requirements
* ensure adequate ongoing training for all staff involved in EOTC, including support staff attending approved workshops, seminars, courses and training, and assessment schemes.

Taking students out of the school environment can provide them with life-changing experiences, which they will remember for the rest of their lives. It can also put them at risk and into unfamiliar situations. Careful planning and preparation is needed to minimise risks and make the activity a positive experience for each student.

Legislation <http://www.legislation.govt.nz/>

Crimes Act 1961

Oranga Tamariki 1989

Health and Safety at Work Act 2015

Children's Act 2014

Accident Compensation Act 2001

Resources

TKI: EOTC Guidelines

TKI: Learning Experiences Outside The Classroom

EONZ: EOTC SMP Template and Tools

SupportAdventure: Good Practice Guidelines (See General Guidance for Organised Outdoor Activities and Overnight Camping)

### EOTC Safety Management NEW

Cambridge High School is committed to ensuring the safety and wellbeing, as far as is reasonably practicable, of students, employees, and visitors both at school and when away from the school on school business.

Relevant policies and procedures

In addition to this EOTC section, the following policies and procedures are particularly relevant to our EOTC safety management systems:

* Safety Management System (on page 185)
* Crisis Management (on page 236)
* Healthcare (on page 241)
* Health Conditions (on page 258)
* Behaviour Management (on page 272)
* Sun Protection (on page 358)
* Smokefree and Vapefree (on page 350)
* Alcohol, Drugs, and Other Harmful Substances Policy (on page 345)
* Child Protection (on page 298)
* Vetting Requirements for Non-Teachers (see "[Vetting Requirements](#O_5703)" on page 145)
* Parent Involvement (on page 12)
* Privacy (on page 396)

Resources

* EONZ: EOTC SMP Template and Tools

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

### EOTC Planning and Review NEW

Cambridge High School has a schoolwide safety goal of keeping all EOTC participants safe.

Cambridge High School continually improves our health and safety systems and performance by:

* reviewing each EOTC event (see EOTC After the Event (see "[EOTC After the Event NEW](#O_18177)" on page 62))
* monitoring EOTC delivery to ensure compliance and identify opportunities to improve safety management
* externally reviewing our safety management systems on a regular basis
* reviewing our safety management systems annually.

Annual safety management system review may include:

* updating an inventory of EOTC events held during the year
* checking for compliance and best practice (e.g. new and changing legislation, standards, codes of practice, good practice guidelines)
* reviewing the effectiveness of risk management processes
* identifying professional learning opportunities for staff
* analysing incidents and any incident trends
* reviewing emergency procedures
* reviewing health and safety goals and targets, developing action plans to support improved safety performance (annual safety improvement plan), and keeping records of progress.

Safety Management Plan (section 2).

Reviews are carried out by staff with knowledge about the activity and identify opportunities for improvement. Outcomes of reviews are communicated to staff and relevant parties, and actions arising from reviews are implemented.

Annual actions

Cambridge High School plans for the following safety actions each year:

* staff induction (for all new school staff)
* staff training (new and returning staff as required)
* regular safety communication (safety updates, safety meetings)
* emergency response practice
* facility and equipment checks
* safety reviews, including the EOTC safety management plan
* developing an annual safety improvement plan.

EOTC review

As well as completing activity reports and evaluating single EOTC activities, we regularly review our EOTC policies and procedures.

See Management EOTC Self-Audit Checklist .

External safety management system auditors can also supply audit forms.

Resources

* EONZ: EOTC SMP Template and Tools (SMP Template, section 2)
* EONZ: Audit Tools

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

### EOTC Risk Management

School boards and individual teachers have a duty of care to students, and responsibilities under the Health and Safety at Work Act 2015. All school health and safety policies apply to EOTC activities, and risk management is an essential part of any event planning.

Parents are informed of all activities that their children participate in, regardless of the type.

The person in charge (PIC) of an activity must make sure that:

* adequate supervision is arranged
* all staff have a copy of relevant safety planning and risk assessment documentation and take it with them
* appropriate equipment for emergency evacuation and first aid is available at, and en route to, all events. This equipment could include phone, cell phone, mountain radio, first aid kit, etc.
* evacuation and safety procedures are established and addressed for each camp venue, and practised, where possible.

At events where there are multiple groups, there must be a person monitoring the whole event.

Risk management planning

See EOTC Event Categories (see "[EOTC Event Categories NEW](#O_12401)" on page 58).

Our safety planning and risk assessment documentation help identify the possible risks and hazards involved in an activity, and the steps taken to minimise them. These processes ensure the appropriate safety strategies and supervision exist, and that the proposed activity is suitable for the intended participants.

Safety documentation provided by a venue or activity provider can be used as long as it is reviewed and adjusted to meet student or special school needs, the environmental situation, and any other relevant factors.

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

#### EOTC Risk Assessment

Risk management planning involves identifying, assessing, managing, and monitoring the risks/hazards associated with an activity. This includes the likelihood of something happening, and its severity. We consider multiple sources of information in our planning. We inform parents of any generic and specific risks associated with the event, and strategies proposed to mitigate these.

A range of tools can be used in risk management planning e.g. risk assessment forms, RAMS/SAPs, the hierarchy of control, activity management plans. For further help, consult good practice guides .

It is important to:

* identify health and safety risks
* focus on risks most likely to cause injury or harm
* identify appropriate controls
* use a combination of controls as appropriate
* take extra care when planning a new event e.g. carry out a trial run, seek info from activity experts and other users
* share risk and hazard information throughout an activity/event
* review the effectiveness of controls after the event.

Resources

EONZ: EOTC SMP Template and Tools (SMP Template, section 4.3)

SupportAdventure: Good Practice Guidelines (See General Guidance for Organised Outdoor Activities and Overnight Camping)

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC Incidents

Incidents that occur during an EOTC activity must be reported as usual. See Recording and Reporting Accidents, Injuries, and Illness (on page 254); Behaviour Management (on page 272); and WorkSafe Notifiable Events (on page 256).

An EOTC incident report form is completed and given to the health and safety committee in order to identify incident trends, and inform safety management and procedures.

Depending on the seriousness of the incident, and its effect on the school community, the school may need to employ the crisis management plan. See Crisis Management (on page 236).

Any issues are reported by the EOTC coordinator or staff involved with EOTC activities. Safety reviews are carried out by the health and safety committee. See Worker Engagement, Participation, and Representation (on page 201).

Incident reporting process

1. Report – all incidents are reported and documented as soon as practical.
2. Review – all documented incidents are reviewed to identify the cause.
3. Action – appropriate controls are put in place before the activity is next carried out.
4. Communicate – details of the incident are communicated to other staff.

Annual review

All incident reports should be reviewed (see "[EOTC Planning and Review NEW](#O_7694)" on page 45) annually to check for any common contributing factors so corrective action can be taken. The outcomes of reviews are shared with staff as appropriate.

Related topics

EOTC Health and First Aid (on page 69)

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

### EOTC Roles and Responsibilities

For more information about EOTC roles and responsibilities, see the Safety Management Plan template (section 3) and the Ministry of Education Guidelines (chapter 2).

Safety reviews are carried out by the health and safety committee. See Worker Engagement, Participation, and Representation (on page 201).

Resources

* Safety Management System (on page 185)
* EONZ: EOTC SMP Template and Tools (SMP Template, section 3)
* TKI: EOTC Guidelines (chapter 2)

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### Board and Principal

The board and principal are responsible for ensuring that EOTC activities are carried out safely and that they understand our school's EOTC safety planning and risk assessment documentation. The board is responsible for providing a safe physical and emotional environment for students, staff, and others. This includes complying with any legislation.

The board and the principal will ensure that:

* all EOTC practice complies with the school’s overarching safety management system (on page 185) and EOTC safety management planning
* resources are provided to establish, implement, maintain, and continually improve Cambridge High School's safety management planning
* there are opportunities for adequate ongoing professional learning (see "[EOTC Staff Competence NEW](#O_16787)" on page 54) for all staff involved in EOTC
* responsibility for coordinating EOTC in the school is assigned to competent staff (e.g. the principal, the EOTC coordinator, a senior staff member, or a committee) and is adequately resourced
* valid informed consent from parents/caregivers is obtained commensurate with the level of risk
* recommendations from incident reviews are implemented.

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC Coordinator NEW

The EOTC coordinator oversees EOTC and ensures that planning, processes, and procedures are in place across all EOTC activities and that these are current, appropriately delegated, and implemented.

At Cambridge High School, a senior staff member fulfils the role of EOTC coordinator.

The EOTC coordinator is familiar with the Ministry EOTC Guidelines and ensures that:

* EOTC is integrated, as far as possible, into the school programme
* staff are provided with clear guidance on EOTC safety management planning, processes, and requirements, and are promptly informed of any changes
* all staff perform relevant safety tasks and complete safety processes (e.g. activity planning, risk identification, incident reporting)
* all incidents are accurately recorded, reported, and properly investigated
* emergency response systems are in place, and all staff are prepared to respond to potential emergency situations
* externally reviewing our safety management systems on a regular basis
* the performance of our EOTC safety management planning is reviewed, evaluated, and reported to the board and principal
* strong safety leadership is provided in order to foster and support a strong safety culture within school EOTC
* competence (see "[EOTC Staff Competence NEW](#O_16787)" on page 54) (skills, knowledge, and experience) and suitability (see "[Child Protection](#O_13082)" on page 298) (to work with young people) of all activity leaders and assistants is checked to meet good practice
* all external providers (see "[EOTC External Providers NEW](#O_16462)" on page 54) used for EOTC meet good practice criteria and where outside provision of an adventure activity (as defined by the Health and Safety at Work (Adventure Activities) Regulations 2016) occurs a registered adventure activity provider is used
* roles and responsibilities (see "[EOTC Roles and Responsibilities](#O_26001)" on page 48) of all persons involved and the procedures to be followed are clarified, understood, and accepted
* logistics (see "[EOTC Logistics NEW](#O_16756)" on page 66) planning is carried out appropriately
* where there is a deviation from documented processes, the change and reasons are recorded and reported to the board.

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### Person in Charge of an EOTC Event NEW

The person in charge (PIC) of an activity or event is usually a staff member. If the school is contracting an external provider to deliver EOTC there are likely to be two PICs: one representing the school and one representing the provider. When there is more than one PIC, it must be clear who is responsible for what.

The PIC is expected to:

* take full responsibility for safety management, and take any action required to ensure that risk is kept at an acceptable level
* ensure that all EOTC safety management policies and procedures are adhered to
* ensure that all required documentation is completed within required timeframes
* ensure that all supervisory and instructing roles and responsibilities have been clarified and agreed to before the activity
* check the activity, venue, and staff and volunteer competence before the activity
* identify, assess, and manage risks, and communicate risk and hazard information to staff, volunteers, and students
* identify and convey emergency procedures to all staff, volunteers, and students
* use appropriate safety equipment and clothing (personal protective equipment) when needed
* ensure that currently qualified first-aiders are available for students participating in an EOTC activity
* make lists of all the participating students, activity leaders, and assistants available – these lists should include emergency contact details, medical profiles, and any other pertinent information
* take a means of communication that will work at the event location
* obtain, in writing and/or in briefing sessions, informed consent from parents, where required, by providing sufficient information about an EOTC event
* oversee, manage, and respond to any situations for the whole group of students (where multiple groups and staff are involved)
* identify and manage any risks associated with students’ specific needs (educational, cultural, linguistic, medical, nutritional, and behavioural)
* provide weatherproof copies of emergency procedures and contact details for activity leaders to take into the field
* complete the equipment log for all safety equipment, and make sure that all equipment is returned to storage clean and in good repair.

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### Activity Leaders NEW

Activity leaders work under the leadership of a person in charge (PIC) and can be teachers, coaches, other school staff, external providers, adult volunteers, or senior school students.

Activity leaders are expected to:

* only accept responsibility for leading activities that they have competence for (don't get in over your head – saying “no” to leading an activity is an accepted and respected response)
* brief assistants (see "[Assistants NEW](#O_5337)" on page 53) on their specific role and responsibilities, the activity outcomes, their allocated students, and any relevant safety management procedures and/or policies that apply
* have practised and be able to instruct students in appropriate safety procedures
* encourage students to try everything, but they do not force or pressure them (challenge by choice)
* assess the needs and capabilities of the students against the demands and goals of the activity and make any necessary adjustments to the programme
* take all steps (as far as is reasonably practicable) to ensure their own safety and the safety of other staff, contractors, volunteers, and students during EOTC activities and ensure that their acts or omissions do not adversely affect the health and safety of others
* comply (so far as they are able) with any reasonable instruction, policy, or procedure that allows the school or external provider to keep their workers and others safe
* manage risk during the event
* cancel an EOTC activity if a risk or hazard cannot be adequately controlled
* report all incidents and know how to implement any applicable contingency plans
* use appropriate safety equipment and/or clothing when required
* understand and know how to implement safety procedures for specific activities and use of equipment
* refer to equipment logs before any equipment is used
* take first aid kits, emergency equipment, and a means of communication that will work at the event location
* complete the equipment log for all safety equipment, and make sure that all equipment is returned to storage clean and in good repair
* make sure students eat and drink regularly during an EOTC event.

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### Assistants NEW

An assistant could be a teacher, support staff, adult volunteer, or senior student. Assistants are assigned to support an activity leader (see "[Activity Leaders NEW](#O_5307)" on page 52).

They should be given participants' medical details and other relevant information about their group and the activity, and they should be briefed on risk management and emergency procedures. Supervision of an assistant should be in proportion to the level of risk in the activity and therefore may be direct or indirect.

School staff member assistants are expected to:

* follow the instructions of the activity leader and person in charge and help with behaviour management (on page 272)
* stop the activity and notify the activity leader if they think the risk to the health or safety of the participants is unacceptable.

Adult volunteer assistants are expected to:

* only accept the responsibility of being a supervisor if they are comfortable with the role and the skills they have
* follow the instructions of the activity leader and the person in charge and help with behaviour management, if this has been included in their role
* not allow themselves to be left in sole charge of participants, except where it has been previously agreed as part of the risk assessment and appropriate vetting has been completed
* speak to the person in charge (see "[Person in Charge of an EOTC Event NEW](#O_23925)" on page 51) or the activity leader (see "[Activity Leaders NEW](#O_5307)" on page 52) if they are concerned about their own health or safety, or that of participants, at any time during the EOTC experience.

Related topics

EOTC Parent Help (on page 65)

Release history: Term 1 2020 (see "[Term 1 2020 Release Notes – Scheduled Review](#O_32720)" on page 585), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### Student Participants NEW

Student participants are expected to:

* take reasonable care for their own health and safety
* take reasonable care that their acts or omissions do not adversely affect the health and safety of others
* comply, so far as reasonably able, with instructions given to them by those running the event
* comply with the school's behaviour (see "[Behaviour Management](#O_3359)" on page 272) policy
* inform the activity leader if they feel unsafe and/or if they identify any unsafe equipment or actions
* actively participate according to the principle of challenge by choice.

Release history: Term 1 2020 (see "[Term 1 2020 Release Notes – Scheduled Review](#O_32720)" on page 585), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

### EOTC External Providers NEW

When engaging an external provider, Cambridge High School will:

* check if they are registered with WorkSafe NZ (if required)

The Health and Safety at Work (Adventure Activities) Regulations 2016 require certain providers to be registered with WorkSafe. To work out who needs to register when providing an adventure activity, see Information for contractors and organisations using contractors .

* check if they have a satisfactory safety record by asking for records of health and safety performance
* ask for details of their safety management systems (unless registered as above), including staff competency and experience, risk management processes, and emergency preparedness
* require them to sign a contract (such as an external provider agreement form)
* provide them with appropriate information regarding the event/activity, risk they may be exposed to, relevant emergency procedures, participant profiles and health information (staff and students).

Once the external provider is engaged, Cambridge High School will:

* consult about managing shared risk
* support the provider that is leading the event/activity
* work with the provider to ensure safety measures are not duplicated or overlooked
* monitor the provider’s actions to ensure they are doing what has been agreed
* reserve the right to stop any event or activity conducted by an external provider for safety or other reasons.

Resources

* EONZ: EOTC SMP Template and Tools (SMP Template, section 4)
* Worksafe: Register of adventure activity operators

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

### EOTC Staff Competence NEW

Skills required

All staff involved in an EOTC event must have the necessary information and competence (skills, knowledge, experience), or be adequately supervised, so that they can safely perform their role (see "[EOTC Roles and Responsibilities](#O_26001)" on page 48).

Staff, in this context, refers to anyone who is involved with teaching or supervising students during an EOTC event (e.g. school staff, external providers, parent helpers, and other volunteers).

Each event and role should be assessed to determine what competence is required, making sure that staff are competent to:

* independently manage, and/or teach a group of students to the required level in the designated environment
* assess and manage risk throughout the event and act accordingly at all times.

Participants and staff should also have ready access to someone with appropriate and current first aid (see "[EOTC Health and First Aid](#O_26093)" on page 69) skills.

Competency requirements should be benchmarked against industry qualifications and the competencies used by other schools and operators.

Competency can be established through:

* sighting recognised qualifications
* attestation of competency and sufficient experience (by a suitably qualified person)
* observation and skills assessment (by a suitably qualified person).

Information on staff and volunteers involved in EOTC is recorded in our school's EOTC safety planning and risk management documentation.

Induction, training, support, and staff records

Teaching staff are introduced to the school’s EOTC processes during their induction (see "[EOTC Planning and Review NEW](#O_7694)" on page 45). Staff are supported appropriately and receive feedback and/or appraisal opportunities in relation to EOTC.

All staff (including volunteers) involved in EOTC events participate in event briefings and training as required.

Schoolwide and EOTC specific emergency response processes (see "[Planning and Preparing for Emergencies, Disasters, and Crises](#O_8846)" on page 203) are practised regularly.

We keep records about staff competency, for at least five years, including induction, training, and qualifications. This information may be used in the event of a notifiable incident (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254).

Roles and responsibilities

Our EOTC safety planning and risk assessment documentation outlines the roles and responsibilities (see "[EOTC Roles and Responsibilities](#O_26001)" on page 48) for each event.

Resources

EONZ: EOTC SMP Template and Tools (SMP Template, section 4.3/B)

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

### EOTC Process NEW

Overview

The main headings below link to related SchoolDocs topics.

|  |  |
| --- | --- |
| Proposal | EOTC Proposal and Approval (see "[EOTC Proposal and Approval NEW](#O_7607)" on page 57)   * Purpose * Logistics * Initial risk assessment * Staffing |
| Plan | Risk management (see "[EOTC Risk Management](#O_26086)" on page 46)   * Identify * Assess (risk rating matrix) * Manage * Monitor |
|  | Staff competence (including volunteers) (see "[EOTC Staff Competence NEW](#O_16787)" on page 54)   * Skills required * Recruit * Internal staff * External contractor, provider, or volunteers * Induct / Train * Support / monitor / appraise * Engaging external providers (multiple PCBUs) |
|  | Communication with parents (see "[EOTC Communicating with Parents](#O_26089)" on page 63)   * Information * Risk disclosure * Health information |
|  | Logistics detail (see "[EOTC Logistics NEW](#O_16756)" on page 66)   * Event management plan * Transport * Accommodation * Meals * Communication * Equipment * Contingency * Emergency planning |
|  | Final approval (see "[EOTC Event Approval and Next Steps NEW](#O_6367)" on page 59) |
| Prepare | EOTC Final Preparation (see "[EOTC Final Preparation and Implementation NEW](#O_20492)" on page 61) |
| Implement | EOTC Implementation (see "[EOTC Final Preparation and Implementation NEW](#O_20492)" on page 61)   * Intentions * Communication, including with other PCBUs e.g. Toolbox talks, daily decisions * Incident reporting * Emergency response |
| Post event | EOTC After the Event (see "[EOTC After the Event NEW](#O_18177)" on page 62)   * Reporting * Review and evaluation * Equipment logging * Clean up |

Resources

EONZ: EOTC SMP Template and Tools (section 4)

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC Proposal and Approval NEW

1. Provide an event proposal that outlines the purpose of the event, logistics, initial risk assessment, and staffing. Consider:

* the purpose of the event/activity
* What are you aiming to achieve?
* What are the desired learning outcomes?
* Where is the best place to achieve these outcomes?
* What are the student learning needs?
* What other benefits will the students gain? e.g. connect with local community, develop independence
* How does the activity link to the curriculum?

Safety Management Plan (EONZ, section 4)

* which category (see "[EOTC Event Categories NEW](#O_12401)" on page 58) the event fits in (what preparation and approvals are required)
* the risks involved (initial risk assessment)
* any high-level risks, e.g. transport to and from the event, risks associated with the activity and/or the environment
* requirements for students with additional support needs.

1. Once initial approval is provided, event planning can continue.
2. Final approval (see "[EOTC Event Approval and Next Steps NEW](#O_6367)" on page 59) is required before the event can go ahead.

Resources

EONZ: EOTC SMP Template and Tools (SMP Template, section 4)

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC Event Categories NEW

The Ministry of Education EOTC Guidelines 2016 classify activities according to type (location) and whether they are lower or higher risk. EONZ's more recent Safety Management Plan (SMP) template categorises events as low risk, high risk, or overnight.

SchoolDocs has adopted EONZ's approach as the Ministry Guidelines now include the SMP as an appendix.

Further updates to the Ministry Guidelines are likely to bring them into line with the SMP template.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Low Risk | High Risk | Overnight |
| Activity type | Routine and expected activities and environments.  May include:   * activities on school grounds * supervised local visits. | Where risk exposure is greater than what would typically be the case at school.  May include:   * adventurous activities * hazardous environments. | Including domestic and overseas trips. |
| Examples of activity type | e.g. trip to supermarket, field trip to beach (sand dune study, no swimming). | e.g. day ski trip, fun run in botanical gardens. | e.g. school camps, sports trips, tramps. |
| Planning and approval  See EOTC Event Approval and Next Steps (see "[EOTC Event Approval and Next Steps NEW](#O_6367)" on page 59). | * Seek approval from the principal. | * Seek approval from the principal and board. | * Seek approval from the principal and board. |
| Staffing | * Staffing and roles allocated and supervision structure in place. * See EOTC Roles and Responsibilities (on page 48). * See EOTC Staff Competence (see "[EOTC Staff Competence NEW](#O_16787)" on page 54). * EOTC External Providers (see "[EOTC External Providers NEW](#O_16462)" on page 54). | | |
| Consent and notification | * Parental notification and consent e.g. in parent information letter * Specific risk disclosure e.g. in parent information letter * See EOTC Communicating with Parents (on page 63). | | |
| Forms | * See EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72). | | |

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC Event Approval and Next Steps NEW

Once you have initial approval (see "[EOTC Proposal and Approval NEW](#O_7607)" on page 57), you can complete your planning and seek final approval. Use these steps as a guide – not all will be relevant for every event.

|  |  |  |  |
| --- | --- | --- | --- |
| Responsibility | Action | | Forms |
|  |  |  | The forms listed refer to the EONZ forms in EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72). Forms in blue italics refer to other forms your school may use, including SchoolDocs forms. |
| Activity leader/EOTC coordinator/PIC | 1. | Seek initial approval (see "[EOTC Proposal and Approval NEW](#O_7607)" on page 57) by completing an event proposal and supporting documentation as required.  Submit the event proposal to the:   * principal (low risk) * principal and board (high risk) * principal and board (overnight). | * EOTC Event Proposal, Approval and Intentions form * EOTC Standard Operating Procedures |
| Approver | 2. | Assess the proposal and approve or decline it, as appropriate. | * EOTC Event Proposal, Approval and Intentions form |
| Activity leader/EOTC coordinator/PIC | 3. | Make enquiries, tentative bookings, etc.  If possible, inspect the facilities. |  |
|  | 4. | Obtain consent from parents. | * EOTC Parent Information letter * EOTC Parental Consent |
|  | 5. | Request and organise parent help (see "[EOTC Parent Help](#O_26090)" on page 65). | * EOTC Volunteer Assistant Agreement form |
|  | 6. | Prepare and send home health profile forms for each person involved in the event. | * EOTC Health Profile |
|  | 7. | Prepare a class list that includes names, relevant health information, consent given, and contact phone numbers. |  |
|  | 8. | Organise transport. | * EOTC Transport Plan * EOTC Drivers and Passenger Permission form |
|  | 9. | Complete risk assessments. This includes the risk consent and health profile forms sent home earlier. | * EOTC Risk Assessment and Supervision form |
|  | 10. | Create a gear list (see "[EOTC Logistics NEW](#O_16756)" on page 66) and send it to parents. |  |
|  | 11. | Organise equipment and first aid kit. | * First Aid Kits |
|  | 12. | Communicate key information to adults involved with the trip. |  |
|  | 13. | Brief students about behaviour expectations and consider using an EOTC student contract/code of conduct. | * EOTC Student Contract |
|  | 14. | Inform the office staff and other people potentially affected by the students' absence from the classroom. |  |
|  | 15. | Complete the EOTC Event Activity Report & Evaluation form and submit it to the principal or nominated person, and/or the board. | * EOTC Event Review * EOTC Activity Report & Evaluation |
|  | 16. | Prepare follow-up activities, as required. |  |

Resources

* EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC Final Preparation and Implementation NEW

Pre-departure

Before the event, organise, check, and/or complete the following:

* parental consent forms
* student, staff, and volunteer health details, clothing, and equipment
* food and first aid kits
* briefings with leader(s), volunteers, and students, including discussing behaviour expectations and/or signing a code of conduct
* finances, e.g. invoices, petty cash
* weather forecast and road conditions via AA Road Watch, Metservice, or NZTA
* vehicles, e.g. warrant of fitness or certificate of fitness (heavy vehicles), registration, road user charges, fuel, oil, water, chains, and/or trailers
* event documentation – distribute to appropriate participants
* relief requirements.

Departure day

On the day of departure, organise, check, and/or complete the following and decide whether to continue, postpone, or cancel:

* weather forecast and road conditions
* communication devices/systems
* equipment
* first aid kits
* intentions – provide participant names to school staff and each leader
* final briefing for participants, including any changes in plans.

Check that all students, staff, and volunteers:

* arrived on time
* have no changes to medical conditions
* have the required clothing, footwear, and equipment
* hand in medication as required.

Throughout the event

* Continue to monitor the weather forecast and road conditions.
* Be prepared to cancel the event if necessary.
* Communicate and discuss safety matters regularly with the person in charge, leaders, and external providers.
* Report incidents.

Resources

EONZ: EOTC SMP Template and Tools (SMP Template, sections 4.4 & 4.5)

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC After the Event NEW

Complete your event by following up with:

Tidy-up

* Acknowledge and thank those involved as needed.
* Feed back to participants, staff, parents, and external providers about the event as needed.
* Complete/authorise any event-related payments.
* Clean and return equipment, and complete equipment logs as required.

Review and evaluation

* Complete an event review and include the perspective of other stakeholders (students, volunteers, external providers) where possible.
* Evaluate how well learning objectives were met and note any other tangible benefits.
* Ensure, where relevant, that any review findings inform overall safety management planning.

Reporting

* Finalise actual versus budgeted costs and complete any financial reporting.
* Check that all incident reports have been reviewed and actioned.
* Share the results of the event review with relevant staff (e.g. EOTC coordinator, principal, board).

Record keeping

* File event records for future reference.

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

#### EOTC Communicating with Parents

Parental consent

The level of information provided to parents and requested from parents is proportionate to the risk associated with the activity.

At this school, parents complete a blanket consent form at enrolment or at the start of each year, which covers many low risk activities.

Where parental consent is required, we ask for this on a case-by-case basis. Students must bring a signed consent form before they can participate. For certain activities, we will also notify parents about any risks we have identified associated with the activity.

Low risk activities

Parental consent is not usually required for routine EOTC experiences on site or in the local community within school hours, which involve a low level of risk.

High risk and overnight activities

We seek separate parental consent for higher risk activities and overnight camps.

The content of a consent form may vary depending on the type of activity. Generally, it will describe the activities planned, their associated risks, and other logistical information. It may also ask for health information and emergency contacts. Each student must have signed consent from their parent/caregiver before they can participate in the activity.

If a parent withholds consent the student will not be taken on the EOTC event, but wherever possible, the learning outcomes of the visit will be delivered to the student in some other way.

Risk disclosure

Risk disclosure is particularly important for higher risk and overnight activities. We inform parents of any generic and specific risks associated with the event, and strategies proposed to mitigate these. Parents are asked to inform the school of any risks associated with their child's involvement. Parents and students are encouraged to ask questions, and activities are entered into voluntarily (challenge by choice).

Health information

We ask for medical and health information from all participants involved in an EOTC event as appropriate for that event so we can effectively manage any health issues that arise.

Parents agree to their child receiving any medical treatment, including anaesthetic or blood transfusion, that is considered necessary by medical authorities in the event of an incident. If parents do not agree to this, their child may not be able to attend the EOTC event.

Transport consent and safety

The options for transport vary with the activity.

See EOTC Transport (on page 68).

Parent help

Parent volunteers may be required for any level activity. Volunteers are sought as required and follow the guidelines in EOTC Parent Help (on page 65).

Emergency contact

As appropriate, the school provides contact details for parents to use in the event of an emergency at home. Parents provide contact numbers (day and night as appropriate) for use in an emergency.

Contact with parents

If a student wishes to have contact with their parents while away on an EOTC event this will be agreed with the student, family, and school before the event takes place.

Early return

If a student's behaviour on an EOTC activity is unacceptable, they may be returned to school. The person in charge of the EOTC activity must document the incidents/behaviour and contact the principal before taking any action.

The principal informs the student's parents of the unacceptable behaviour and the arrangements for bringing the student back. Parents may be liable for the costs of a student's early return.

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

Keywords: snow, flood, outage

##### EOTC Parent Help

Many EOTC activities could not take place without the help of parent volunteers. Often, notices about planned activities invite parents to help with supervision, transport, or to provide other assistance.

The school's child protection (on page 298), privacy (on page 396), and sharing images of students (on page 405) policies apply to anyone helping with EOTC activities.

General guidelines

* Communicate to parents, as early as possible, so that they can make the necessary arrangements to be involved.
* When there are more offers of help than required, the school declines some of the offers.
* The school reserves the right to decline offers of help at any time.
* It is not always appropriate for siblings to come along with the parent helper. Please discuss this with the teacher before the event/activity.

Teachers will brief parent helpers, instructors, and assistants (see "[Assistants NEW](#O_5337)" on page 53) about:

* their specific roles, including supervision
* transport guidelines, according to the transport plan and any permission forms
* the Alcohol, Drugs, and Other Harmful Substances (see "[Alcohol, Drugs, and Other Harmful Substances Policy](#O_8557)" on page 345) and Smokefree and Vapefree (on page 350) policies
* the medical needs of specific students, and any other relevant information
* other guidelines outlined in Parent Involvement (on page 12).

Depending on the activity, there may be forms for the parent helper to complete.

Parent volunteers are not required by law to be vetted but the school board or management may choose to do so. At our school, we police vet parent volunteers for camps and overnight activities. The application must be directed to the Vetting and Validation Section of NZ Police (see "[NZ Police Vetting Service](#O_5705)" on page 483) (not the Teaching Council). For further information, refer to the NZ Police website.

No adults (i.e. staff, instructors, visitors, or parent volunteers) participating in an EOTC activity may consume or be under the influence of alcohol, illegal drugs, or other harmful substances.

We promote all school activities outside of our school’s premises as smokefree, e.g. EOTC activities, sporting events, etc., and remind parent helpers that they must not smoke while looking after students.

Release history: Term 1 2020 (see "[Term 1 2020 Release Notes – Scheduled Review](#O_32720)" on page 585), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606), Term 1 2018 (on page 620), [Term 1 2017 (](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_15270)<https://demo.schooldocs.co.nz/17260.htm>), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

#### EOTC Logistics NEW

To assist with planning, coordinating, and communicating the detail of your event, consider:

* using an event preparation checklist
* developing standard operating procedures (SOPs) for events that have multiple leaders and/or occur multiple times, or
* developing an event management plan, which would include risk management, staff competency and supervision structure information (e.g. a risk assessment and supervision form), and document every relevant consideration below.

Whichever documents you use, include the event and participant information in your event proposal.

Transport

Develop a transport plan, including:

* route, map, travel times, and alternatives
* guarding against driver fatigue
* availability of appropriate child restraints
* recording who is in which car
* driver and passenger permission (if students are driven in private cars).

Accommodation

As necessary, include:

* a plan of the venue/accommodation provider(s)
* what the venue provides and what needs to be taken (cooking equipment, bedding, etc)
* allocation of sleeping spaces (consider behavioural and medical issues)
* strategies needed if sharing accommodation (with other groups/the public)
* how the accommodation is being paid for
* other factors, such as coin showers, etc.

Meals

As necessary, include:

* dietary requirements (all participants)
* budget
* menu and shopping lists
* food safety and hygiene
* method of payment.

Communication

As necessary, include:

* communication options (check that they work and for cellular blind spots)
* any need for alternate communication (e.g. satellite phone, locator beacon) and ensure you know how to use it
* clear protocols for communication:
* with the school
* parents with you and with their children
* students with their parents.
* how you will inform the school (and parents) if and when you will be out of contact, when you will call in, when you expect to return, and what should be done if you don’t.

Equipment

As necessary, include:

* an equipment list, covering personal, group, and activity specialist and emergency equipment
* personal protective equipment (PPE) needed for participants.

All safety equipment (PPE) must be checked as fit for purpose (including correct fit and comfort), whether it is provided by the school, the student, or an external provider. Consider doing this before you depart for the event.

Check gear after use, complete equipment logs, and notify any damage.

Contingency plan

Ensure you have a robust contingency plan that allows you to respond to natural disasters, weather effects, participant ill health, transport issues, and any other changes that may occur before or during the event.

Ensure there is a system in place to notify the school if there is a variation to the event plan that has been approved.

Emergency planning

Align EOTC planning with the school’s emergency response procedures (see "[Planning and Preparing for Emergencies, Disasters, and Crises](#O_8846)" on page 203).

As necessary, include:

* plans for potential emergency situations (e.g. a missing student, motor vehicle incident, natural disasters)
* briefing staff about emergency plans
* staff roles and responsibilities in an emergency response, including who is to call for emergency help (111)
* an on-call contact person who is not at the event
* emergency response resources required and how/where they can be accessed (including first aid supplies)
* managing student cellphone use in the event of an emergency.

Consider providing event staff with an emergency response guide.

Resources

* EONZ: EOTC SMP Template and Tools (section 4)

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606)

##### EOTC Transport

Private cars

* Any vehicle used for students must be registered and have a current Warrant of Fitness.
* All drivers providing transport must have their full driver licence, even if they are only transporting their own children.
* Drivers and passengers must be appropriately restrained at all times.
* All vehicles should be appropriately insured.
* Drivers who agree to provide transport must sign an assurance that the requirements above have been and will be met.
* It is against the law to smoke or vape in a vehicle that has occupants under the age of 18 years (whether it is moving or stationary).

Transport Volunteer Agreement

On overnight trips, a vehicle must be accessible at all times in case of an emergency.

Driver competence

* Drivers should be competent to drive in the intended traffic, road, and weather conditions.
* Strategies should be in place to avoid driver fatigue on long journeys, e.g. having more than one driver, planning stops, and having someone else in the vehicle who is awake and can monitor the driver's fatigue levels.

School or hired minibus

* Minibus drivers do not require a special licence, as long as the driver has a full, current car licence, and transports no more than 11 passengers. The driver's name must be recorded, and their licence sighted by the person in charge of the trip.
* Each vehicle transporting students should carry a first aid kit, and a list of students in the vehicle.

Public transport or chartered transport

* The operator's licence determines the conditions of travel.
* There should be effective supervision for all bus travel. See Supervision (see "[EOTC Supervision](#O_26095)" on page 71).

Legislation

Smokefree Environments (Prohibiting Smoking in Motor Vehicles Carrying Children) Amendment Act 2020

Resources

NZTA: Using child restraints in New Zealand

NZTA: Fatigue

AA Traveller: AA Road Watch

NZTA: Plan your journey

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 3 2020 (see "[Term 1 2020 Release Notes](#O_34476)" on page 577), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606), Term 3 2017 (on page 625), Term 1 2017 (<https://demo.schooldocs.co.nz/17260.htm>), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

##### EOTC Health and First Aid

We plan appropriate first aid for an EOTC activity by following the guidelines below.

* Consider the nature and size of the activity, then determine the number of first aid-certified adults required.
* Ensure first aid supplies (see "[First Aid Training and Supplies](#O_5643)" on page 243) are accessible at all times.
* Ensure every EOTC event has a designated person in charge of first aid. That person may need to check if an AED (Automated External Defibrillator) is available, then ensure that relevant staff know its location, and when and how to use it.
* Ensure individual medication is administered as required and recorded. Medicines, except asthma inhalers, are held by the designated person.
* Follow school processes to communicate (see "[Communicating about Injuries and Illness](#O_45447)" on page 253) about injuries and illness and record and report (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254) appropriately.
* If a student sustains a head injury, follow the procedures in Managing Injuries and Illness (on page 250) and Communicating about Injuries and Illness (on page 253).
* If a student becomes ill on an overnight trip, alert the person in charge. Follow infection control procedures, including implementing heightened hygiene practices (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268) in the event of a viral outbreak such as norovirus.

The school will not administer medication to a student without formal parental consent. However, non-prescription paracetamol may be given with verbal consent and instruction on the appropriate dosage from a parent.

As necessary, we follow the usual procedures for:

* Managing Injuries and Illness (on page 250)
* Communicating about Injuries and Illness (on page 253)
* Recording and Reporting Accidents, Injuries, and Illness (on page 254)
* Allergies (on page 260)
* Asthma (on page 263)
* Medicines (on page 245)
* Dealing with Blood and Body Substances (on page 247)

Related topics

First Aid Training and Supplies (on page 243)

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Resources

New Zealand Red Cross | Rīpeka Whero Aotearoa: First aid app

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2020 (see "[Term 1 2020 Release Notes – Scheduled Review](#O_32720)" on page 585), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606), Term 3 2017 (on page 625), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

##### EOTC Supervision

Effective supervision

All activities must be led by staff who are appropriately trained and competent in those areas. Competency can be measured by experience and/or qualifications. Staff have the right to say no to taking an event.

An effective supervision plan for a large group allows the person in charge to be free from directly supervising students, where possible, so they can have an overview of the whole group. The plan should still be effective if one or more of the activity leaders or assistants become unavailable for any reason.

Depending on the activity, there may be forms for staff or volunteers to complete such as the volunteer assistant agreement or staff competence record form.

Safe supervision

Parents, contractors, volunteers, and student leaders must be checked for their suitability to work with children and adults. They need suitable skills for the activity, and to comply with the school's policy on police vetting non-teachers (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147) and conducting other checks and inquiries.

No one assisting with or participating in an EOTC activity may consume alcohol, illegal drugs, or other harmful substances. Our Smokefree (see "[Smokefree and Vapefree](#O_411)" on page 350) policy applies to school activities on and off the school grounds. No one may smoke or vape while supervising students.

Also see EOTC Parent Help (on page 65).

Supervision ratios

The supervision ratio is established as part of our EOTC safety management and and risk assessment planning. The ratio compares the number of skilled and experienced supervisors to the number of learners or participants in an activity. An EOTC activity may have a combination of ratios, and ratios should match the level of risk involved.

The person in charge determines the ratio based on the following considerations:

* the competence of the staff, including volunteer assistants and student leaders
* first aid cover
* gender, age, behaviour, and ability of students
* any special needs of students (medical, educational, capability)
* the duration and the nature of the activity (e.g. land-based or water-based)
* the nature of the site (e.g. remoteness)
* site requirements (e.g. permits)
* contingency options
* the level of first aid cover required for the activity
* access to emergency services
* the season, and weather forecast.

If in doubt, staff should take a conservative approach and/or seek professional advice when deciding on an appropriate supervision plan. The EOTC Guidelines 2016 (Appendix 3) contain contact information for professional bodies that can help (see below).

General supervision guidelines

All activity leaders and assistants should:

* be fully briefed on the activity and related safety procedures
* be assigned to a specific group of students (where possible)
* have an opportunity to get to know their group early on
* carry a list of names of all students in their group (with emergency contact details and other relevant student information)
* be aware of students who require closer supervision
* involve students in the safety procedures
* set up buddy or team support structures
* if possible, ensure that adults are not left alone with a student
* do regular head counts of students during all types of EOTC event.

Overnight trips

On overnight trips, a male and a female staff member or volunteer must be available at all times for overnight supervision if the event includes both male and female students.

EOTC event inventory and staff competence register

We document our EOTC events and activities for the year, along with associated staffing and supervision requirements, as part of our EOTC planning. We use this information to identify and address any gaps in staff competence, which is needed to run our EOTC programme effectively and safely.

See EOTC Activity Inventory and Staff Competence Register (this form is a template to adapt to meet your school's needs) .

Resources

EOTC Guidelines 2016: Bringing the Curriculum Alive (Effective Supervision, paras 206–214)

Related topics

EOTC Forms (see "[EOTC Forms NEW](#O_26002)" on page 72)

Release history: Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 3 2020 (see "[Term 1 2020 Release Notes](#O_34476)" on page 577), Term 1 2019 (see "[Internal Reviews EOTC](#O_26084)" on page 606), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

### EOTC Forms NEW

Education Outdoors New Zealand (EONZ) provides 18 individual EOTC forms, which are referenced within their Safety Management Plan template. These forms also constitute the TKI Tool Kit that supports the Ministry of Education's EOTC Guidelines 2016. Additional SchoolDocs forms are also provided below.

SchoolDocs can host tailored forms in this table. Green shading shows where your school's form has been added. Forms and documents will be added as Word documents so they can be reused easily. The Notes column can be used to describe the form or give instructions about its use.

|  |  |  |  |
| --- | --- | --- | --- |
| Form # |  | Document name | Description/Notes |
| Schools need to access the sample forms from EONZ or TKI to ensure they are using the latest versions. | | | |
|  |  | Safety Management Plan |  |
| Form 1 |  | EOTC Event Proposal, Approval and Intentions form |  |
| Form 2 |  | EOTC Risk Assessment and Supervision form |  |
| Form 3 |  | EOTC Standard Operating Procedures |  |
| Form 4 |  | EOTC Volunteer Assistant Agreement form |  |
| Form 5 |  | EOTC Staff Competence Record form |  |
| Form 6 |  | EOTC External Provider Agreement form |  |
| Form 7 |  | EOTC Blanket Consent Form |  |
| Form 8 |  | EOTC Parent Information letter |  |
| Form 9 |  | EOTC Parental Consent |  |
| Form 10 |  | EOTC Event Prepare and Implement Checklist |  |
| Form 11 |  | EOTC Transport Plan |  |
| Form 12 |  | EOTC Drivers and Passenger Permission form |  |
| Form 13 |  | EOTC Equipment Lists |  |
| Form 14 |  | EOTC Emergency Response Guide |  |
| Form 15 |  | EOTC Incident Report |  |
| Form 16 |  | EOTC Equipment Log |  |
| Form 17 |  | EOTC Event Review |  |
| Form 18 |  | EOTC Health Profile |  |

|  |  |  |  |
| --- | --- | --- | --- |
| SchoolDocs resources | | | |
|  |  | First Aid Kits |  |
|  |  | First Aid Log |  |
|  |  | Injury Report |  |
|  |  | Medication Administered Record |  |
|  |  | Healthcare Plan |  |
|  |  | EOTC Student Contract |  |
|  |  | Class List |  |
|  |  | EOTC Activity Report and Evaluation |  |
|  |  | Management EOTC Self-Audit Checklist |  |
|  |  | EOTC Activity Inventory and Staff Competence Register |  |
|  |  | Transport Volunteer Agreement |  |
|  |  |  |  |

Resources

* EONZ: Downloads for the EOTC SMP template and tools
* TKI: EOTC Guidelines

Release history: [Term 1 2020 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_17421)[Term 1 2020 Release Notes – Scheduled Review](#O_32720)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_17421) 585),  [(](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_26085)<https://demo.schooldocs.co.nz/17260.htm>)Term 1 2019

(see "[Internal Reviews EOTC](#O_26084)" on page 606)

# Documentation and Self-Review Policy

The board of Cambridge High School, with the principal and teaching staff:

* develops the charter/strategic plan (see "[School Planning and Reporting](#O_1408)" on page 83) as its major policy statement and the guiding document for the school. The charter/strategic plan is updated each year and provided to the Ministry of Education
* reports to students and their parents (see "[Reporting to Parents on Student Progress and Achievement](#O_38338)" on page 85) on the progress and achievement of individual students:
* on the basis of good quality assessment information (see "[Student Assessment and Achievement](#O_16331)" on page 22)
* in plain language, in writing, at least twice a year
* across the National Curriculum, as expressed in The New Zealand Curriculum or Te Marautanga o Aotearoa, including in literacy and numeracy and/or te reo matatini and pāngarau.
* reports to the school community, without identifying individual students, on the progress and achievement of students as a whole and in groups, on the basis of good quality assessment information, including the achievement of Māori students (see "[Māori Educational Success](#O_13408)" on page 38) in relation to the plans and targets developed in consultation with our Māori community.
* maintains a comprehensive programme of self-review, and ongoing cyclical internal evaluation and inquiry, including:
* plans and programmes
* evaluation of student progress and achievement information, based on good quality assessment information
* self-review and board assurances (on page 78)
* a triennial review of policies and procedures (see "[Managing Policy and Procedures](#O_5515)" on page 76)
* special reviews triggered by emerging issues and unforeseen events.
* provides an analysis of any variance between the school’s performance and the relevant aims, objectives, directions, priorities, or targets set out in the school charter/strategic plan. This is provided to the Ministry of Education at the same time as the updated school charter/strategic plan.
* conducts an annual review of board performance, which considers the annual report, ERO report, the board roles and responsibilities, and any relevant matters.

Resources

Education Review Office l Te Tari Arotake Mātauranga: How ERO reviews

NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: Culture and Relationships (includes information about reporting and self-review)

Release history: Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575), Term 1 2018 (on page 620), Term 3 2017 (on page 625)

Keywords: Maori

## Managing Policy and Procedures

The policies and procedures of Cambridge High School are clear, comprehensive, and up-to-date. Our policies and procedures direct the operation of the school and provide clear expectations for everyone in the school community. They are accessible online to the whole school community with a community username and password (available from the school). If requested, specific policies can be printed for parents who do not have internet access.

The board

The board has approved SchoolDocs as the school's policy and procedure framework.

The board has appointed the principal to liaise with SchoolDocs to manage (including reviewing and updating) our policies and procedures.

The board discusses, ratifies, and minutes any recommended changes to the school’s policies at board meetings (if appropriate).

SchoolDocs

SchoolDocs informs the school of upcoming changes to generic content through an advisory, which details the changes, any actions required by the school, and when the changes take effect (usually 4–6 weeks after the advisory).

Significant changes to generic content are captured in the Release Notes. These are linked at the bottom of the relevant topics and summarised in the What's New (see "[What's New 2021](#O_5281)" on page 643) page.

Scheduled reviews

The school follows the SchoolDocs review schedule (on page 78) and process. Stakeholders (board, staff, parents) are informed about which policies and procedures are under current review. Reviewers use an online feedback form to submit their comments.

* Parents without internet access may request a printed version of the review topic and review form [Policy Review Form.pdf](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\Policy%20Review%20Form.pdf).
* Stakeholders use the online feedback form to comment on and rate the policy’s content, appropriateness, and clarity. The SchoolDocs team receives the feedback directly, and reviews it as part of their ongoing content improvement.
* Stakeholders can also provide feedback about how they feel the policy is implemented at the school. The principal, board, and any other delegated people, have access to this “policy in practice” feedback to consider and action.

Special reviews

As part of the school's commitment to self-review and ongoing improvement, from time to time we may undertake special, unscheduled reviews. These reviews may be in response to a specific event or concern, a new challenge for the school, or consensus from the school community that a review would be useful.

Release history: Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575)

## Review Instructions

In 2023, all schools will review the Legislation and Administration section and the Curriculum and Student Achievement section (including EOTC and Learning Support). See the full Review and Board Assurances Schedule .

Who reviews our policies and procedures?

* All reviews are open to board, staff, students, and the school community (parents/caregivers/whānau).
* Anyone can review any policy/procedure that has a review button.

The board is responsible for board-level overarching policies (see "[Board Responsibility](#O_17841)" on page 6). The table below shows which topics the board should review. Note that other reviewers can review these topics too; they're not exclusively for the board.

For more information, see About the review process .

Get started

To start reviewing, click on a topic name below, then click the Start your review button. If a link is inactive, your school doesn't have the topic.

Note that if you'd like to provide feedback on a topic that's not listed below, you can still do so if it has a review button.

|  |  |  |
| --- | --- | --- |
| Term 3 review topics |  | Review opens 17 July |
| Curriculum and Student Achievement |  |  |
| * Inclusive Education (on page 28) |  | Board review |
| * Māori Educational Success (on page 38) |  | Board review |
| * Learning Support (on page 31) |  | Board review |
| * Learning Support Coordination (on page 34) |  |  |
| * Identify Learning Support (on page 35) |  |  |
| * Gifted Learners |  |  |

Anyone who can't use the online review tool, can use this Policy Review form [Policy Review Form.pdf](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\Policy%20Review%20Form.pdf) .

## Review Schedule

In 2023, all schools will review the Legislation and Administration Policy and Curriculum and Student Achievement Policy sections.

All reviews will be open to board, staff, students, and the school community (parents/caregivers/whānau) to review. See Review Instructions (on page 77).

2023 Review Schedule and Board Assurances

Three-Year Review Schedule

Combined Board Assurances and Three-Year Review Schedule

### Self-Review and Board Assurances

Under the Education and Training Act 2020, the board of Cambridge High School is responsible for the governance of the school, including setting and reviewing policies by which the school is governed and managed.

The board reviews how well it implements the key legislative and regulatory requirements listed below and takes steps to address any gaps in implementation. The principal assures the board through their regular board reporting that the school complies with these requirements, that relevant policies and procedures are up to date, and that the appropriate actions have been taken.

New Zealand schools operate in the context of key legislative and regulatory requirements. These requirements include specific actions that need to be completed and reported on at regular intervals. Boards also need to be able to demonstrate how they comply with key legislative and regulatory requirements as part of the monitoring and evaluation process they undertake with the Education Review Office (ERO).

If a link in the table below is inactive, the school does not have the policy/procedure. Shaded rows are assurances that are repeated more than once a year.

For a printable version, see 2023 Review Schedule and Board Assurances.

|  |  |  |
| --- | --- | --- |
| Policy/Procedure |  | Action |

|  |  |
| --- | --- |
| Every term |  |
| Risk Management (on page 191) | * Assure the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection. |

|  |  |
| --- | --- |
| Term 1 |  |
| School Planning and Reporting (on page 83) | * Assure the board that sections of the most recent charter/strategic plan that require yearly updating have been updated so that the charter/strategic plan remains in place for 2023, and that this will be forwarded with the analysis of variance to the Ministry of Education by 31 March. * Ensure that a single PDF file of the annual report for the auditor (including audited financial statements and required signatures) is submitted to the Ministry through the Ministry's School Data Portal by the board (not auditors or financial service providers) by 31 May. * Assure the board that the charter/strategic plan and annual report is available for public view (e.g. on the school website or SchoolDocs site). |
| Equal Employment Opportunities (on page 97) | * Assure the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). |
| Healthcare (on page 241) | * Assure the board that the policies and procedures relating to first aid, recording and notification of accidents, and managing/administering/recording medication are up to date and implemented correctly. |
| Safety and Wellbeing for Students on Work Experience (see "[Safety and Welfare for Students on Work Experience](#O_21595)" on page 386) | * Assure the board that work-based learning and work experience situations for students meet the required welfare and safety conditions. |
| Boarding House Policies | * Assure the board that the boarding house/hostel provides a safe emotional and physical environment that supports the learning of boarders enrolled at the school. |

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| Term 2 |  |
| Digital Technology and Online Safety (on page 362) | * Assure the board that the Digital Technology and Online Safety policies and procedures are being implemented correctly and the school holds copies of signed digital use agreements for staff and students, as required. |
| Computer Security and Cybersecurity (on page 172) | * Assure the board that computer security and cybersecurity systems are reviewed and up to date. |
| Student Attendance (on page 391) | * Assure the board that student absences are correctly recorded, monitored, and followed up. Report on any annual targets for student attendance. |
| Health Education (on page 39)  (every 2 years) | * Assure the board that the school has completed its 2-yearly consultation with the school community about how the health curriculum is implemented. The board must adopt a statement about the delivery of the health curriculum for the next 2 years and share this with the school community. |
| Child Protection (on page 298) | * Assure the board that the Child Protection policy is in use, being implemented correctly, and is publicly available. |
| Abuse Recognition and Reporting (on page 305) | * Assure the board that staff are engaged with the Abuse Recognition and Reporting policy, including indicators of abuse and procedures for reporting abuse. |
| Evacuation (on page 209) and Emergency Kits and Supplies (on page 212) | * Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency supplies have been checked and contain all necessary items (with current dates). |
| Expenditure (see "[New: Expenditure](#O_39080)" on page 160) | * Ensure twice a year that a board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See SUE report sign-off. |
| Monitoring and Auditing School Bus | * Assure the board twice a year that all elements of the school bus compliance checklist have been attested to, all requirements have been met, and those involved with the school bus are following appropriate policies and procedures. |

|  |  |
| --- | --- |
| Term 3 |  |
| School Swimming Pool (see "[Swimming Pool Management and Maintenance](#O_8480)" on page 377) | * Assure the board that a full risk management and safety assessment of the pool compound has been completed. |
| Safety Management System (on page 185) and Worker Engagement, Participation, and Representation (on page 201) | * Assure the board that an internal audit of health and safety compliance and practices has been conducted by the school health and safety committee/delegated health and safety person. |
| Searches, Surrender, and Retention of Property (on page 277) | * Assure the board that all procedures relating to search, surrender, and retention have been followed. Confirm that all authorised staff have acknowledged their status in writing, and ensure that a written record has been kept of all instances of search, surrender, or retention of property. |
| Minimising Physical Restraint (on page 284) | * Assure the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. Confirm that any non-teaching staff have been authorised in writing. * Assure the board that staff authorised to apply restraint receive appropriate training and support. |
| Stand-down, Suspension, and Exclusion (see "[Stand-down, Suspension, and Exclusion Procedures](#O_28151)" on page 295) | * Assure the board that the school complies with the correct procedure and reporting requirements relating to stand-down, suspension, and exclusion/expulsion. |

|  |  |  |
| --- | --- | --- |
| Term 4 |  | |
| Safety Checking (on page 105) | * Assure the board that all children's workers employed or engaged by the school have been safety checked prior to their appointment. | |
| Principal Professional Growth Cycle (on page 125) | * Assure the board that the principal is completing their professional growth cycle. | |
| Provisionally Certificated Teachers (see "[Provisionally Certificated Teachers (PCTs)](#O_9101)" on page 137) | * Assure the board that provisionally certificated teachers have received an appropriate induction programme. | |
| Teacher Registration, Certification, and Police Vetting (on page 143) | * Assure the board that all teachers are certificated and police vetted. | |
| Police Vetting for Non-Teachers (on page 147) | * Assure the board that all non-teaching staff have current police vets on file. | |
| Appointment Procedure (on page 88) | * Assure the board that the Appointment Procedure policy is being implemented correctly, including appointment committee delegations, and referee/background checks. | |
| School Donations (see "[School Donations and Student Activity Payments](#O_875)" on page 157) | * Assure the board that the school complies with all donation requirements, and has made it clear in a written statement to parents/caregivers whether it has or has not opted into the government donation scheme. | |
| Length of School Year (see "[School Year, Terms, and Holidays](#O_408)" on page 411) | * Assure the board that the school has been open for the statutory number of half-days and hours per day in the current year. Inform the board of the dates and number of half-days for instruction for the next year. | |
| International Learners (see "[International Learners Review](#O_33078)" on page 467) | | * Assure the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review attestation will be submitted by the due date – 1 December each year. |
| Evacuation (on page 209) and Emergency Kits and Supplies (on page 212) | | * Assure the board that staff and students have completed trial evacuations each term, that emergency planning and procedures are up to date and in hard copy, and that emergency supplies have been checked and contain all necessary items (with current dates). |
| Expenditure (see "[New: Expenditure](#O_39080)" on page 160) | | * Ensure twice a year that a board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See SUE report sign-off. |
| Monitoring and Auditing School Bus | | * Assure the board twice a year that all elements of the bus compliance checklist have been attested to, all requirements have been met, and those involved with the school bus are following appropriate policies and procedures |

Related topics

Board Responsibility (on page 6)

Legislation

Education and Training Act 2020

Health, Safety and Welfare at Work Act 2015

Employment Relations Act 2000

Privacy Act 2020

Human Rights Act 1993

Children's Act 2014

Public Service Act 2020

Resources

Education Review Office: The School Self Audit and Assurance Statement: A New Approach

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 1 2019 (on page 609)

## School Planning and Reporting

As advised by the Ministry of Education, from 1 January 2023, a 3-year strategic plan and an annual implementation plan will replace school charters. A board’s 2022 charter will become its transitional strategic plan. New regulations and supports being released in mid-2023 are intended to help boards develop initial strategic plans and annual implementation plans. The start date for the new planning framework is 1 January 2024.

Under the Education and Training Act 2020, the board of Cambridge High School is responsible for developing planning documents that communicate strategic goals and priorities, and describe plans to achieve these.

2023 transition arrangements

From 1 January 2023, Cambridge High School will transition to the new planning framework by:

* updating the annually updated sections of the most recent strategic plan/charter for 2023
* publishing the updated strategic plan/charter on the Cambridge High School website
* submitting the updated strategic plan/charter to the Ministry of Education by 31 March 2023
* developing an annual report, including a statement of variance against our goals set in the 2022 strategic plan/charter and submitting this to the Ministry of Education by 31 May 2023.

During 2023, Cambridge High School will consult with key stakeholders to develop:

* a 3-year strategic plan that sets out the board strategy for achieving or progressing board objectives during this timeframe (see Board Responsibility (on page 6))
* an annual implementation plan that describes how the board intends to implement, or work towards implementing, strategic objectives during the year.

2024 planning and reporting framework

Cambridge High School will implement the new planning and reporting framework from 1 January 2024, and will lodge our strategic plan with the Ministry of Education by 1 March 2024.

Purpose of the strategic plan and the annual implementation plan

The purpose of the strategic plan and annual implementation plan is to communicate how the board of Cambridge High School intends to meet its responsibilities under the Education and Training Act 2020. In developing our strategic and annual implementation plans, we show particular regard to the National Education and Learning Priorities (NELP).

The strategic plan contains detailed information about:

* our values and vision
* how we intend to meet the requirements of the NELP
* our commitment to honouring the principles of te Tiriti o Waitangi (on page 1)
* our policies, plans, and programmes for curriculum (see "[Curriculum and Student Achievement Policy](#O_19531)" on page 20), assessment (aromatawai) (see "[Student Assessment and Achievement](#O_16331)" on page 22), and staff professional development (see "[New: Professional Development](#O_34932)" on page 128).

Consultation

Under the Education and Training Act 2020 (s.139.3), the board is required to consult with the school community to develop our strategic and annual implementation plans, and to help us reflect on our performance against our goals and priorities. Consultation with the community is an ongoing process, allowing the board to review its achievement in relation to the board objectives from the Education and Training Act 2020 and consider its ongoing priorities, goals, strategies, practical actions, and performance.

Under the Education and Training Act 2020 (s.10), the definition of the school community is:

(a) the parents, families, and whānau of the school's students; and

(b) the Māori community associated with the school; and

(c) any other person, or group of persons, who the board considers is part of the school community for the purposes of the relevant provision.

The principal assures the board that sections of the most recent charter/strategic plan that require yearly updating have been updated for 2023, and forwarded with the analysis of variance to the Ministry of Education by 31 March; that the school charter/strategic plan and annual report is available for public view; and that a single PDF file of the annual report for the auditor (including audited financial statement and required signatures) has been submitted to the Ministry through the School Data Portal by the board by 31 May. See Self-Review and Board Assurances (on page 78).

See our School charter

Related topics

Board Responsibility (on page 6)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Education and Training Act 2020: Improving schools' planning and reporting

Schools' planning and reporting

Annual reporting guidelines

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575), Term 1 2018 (on page 620)

Keywords: charter

## Recognising Student Achievement

At Cambridge High School, we enjoy celebrating the success of our students. We recognise achievements at our assemblies either at the relevant year level or formal assemblies, and at various learning celebrations throughout the year, including the formal prize giving for juniors and seniors at the end of the year.

Special achievements at school or out of school are published in the school newsletter, on the school website or Facebook page, and communicated to staff at briefings or by email.

At Cambridge High School we also recognise student achievement through:

* awarding housepoints, badges, medals, and ties
* prizes for sporting and cultural achievement at the end of the year or season
* merit certificates for classroom achievement
* scholarships, provided by the community, for study after year 13
* certificates for classroom diligence and distinction at both the junior and senior level
* Dux and other awards and trophies presented at the end of the year.

## Reporting to Parents on Student Progress and Achievement

The school reports to parents regularly on the progress of their child. Reporting methods include:

Parent evening

Every year we host two parent evenings for junior and senior students. These evenings enable us to meet parents/guardians and discuss academic progress. Students are encouraged to attend these evenings with their parents/guardians.

Written reports

Every junior student receives two written reports each year. Senior students receive academic feedback and feedforward via live reporting on the Kamar portal throughout the year.

Parent portal

Parents can track achievement through the parent portal on the school website. Details and passwords are sent to parents in term 1.

Also see Recognising Student Achievement (on page 85).

# Employer Responsibility Policy

Cambridge High School board acts as a good employer and takes all reasonable steps to build working relationships based on trust, confidence, and good faith. The board treats employees fairly and properly in all aspects of their employment as required by the Public Service Act 2020, and complies with legislation on employment and personnel matters. The board complies with the conditions contained in employment contracts for teaching and non-teaching staff.

The board ensures strong leadership by recognising the principal as the school's educational leader, the chief executive, and an employee of the board. The board:

* appoints the principal, through the appointment committee (on page 91)
* appraises the principal (see "[Principal Professional Growth Cycle](#O_9095)" on page 125)
* works transparently and positively with the principal
* ensures delegations to the principal are robust and regularly reviewed.

The board meets reporting and administrative requirements by:

* referring to the school's Equal Employment Opportunities (on page 97) policy in its annual report on the extent of its compliance as a good employer
* ensuring that systems are in place for keeping employee files (see "[Employee File](#O_12959)" on page 99) safe and secure.

Support for school employees

The board:

* takes all steps, so far as is reasonably practicable, to meet its primary duty of care (on page 187) obligations to ensure good and safe working conditions for employees and responds to all reasonable concerns and requests made by employees
* considers staff health and wellbeing (hauora) (see "[Staff Wellbeing and Safety](#O_41353)" on page 333) and work-life balance, and will consider applications for flexible working arrangements (on page 102)
* ensures that all employees maintain proper standards of integrity and conduct (see "[Staff Conduct](#O_10370)" on page 138), and a concern for the safety and wellbeing of students (see "[Student Wellbeing and Safety](#O_11808)" on page 297), colleagues (see "[Staff Wellbeing and Safety](#O_41353)" on page 333), and public interest
* promotes high levels of staff performance through:
* performance management (on page 124) and professional development (see "[New: Professional Development](#O_34932)" on page 128) (including budgeting for training and development programmes intended to enhance the abilities of individual employees)
* acknowledgement of staff achievements
* salary units and management allowances (on page 100) and non-contact time (on page 107).
* deals effectively and fairly with any concerns through the concerns and complaints (on page 109) and protected disclosure (on page 129) procedures.

Recruitment and appointments

The board may delegate the recruitment and appointment process to the principal and senior management, and may be represented in appointment committees. For the specific make up of appointment committees according to positions, see Appointment Committee (on page 91). The board and delegate(s) endeavour to appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and to find the best person for the position.

Student wellbeing and safety

The board recognises the need to ensure the safety of students and mitigates students being placed at risk by the actions of employees, through:

* proactive policies, procedures, and actions related to student wellbeing and safety (on page 297)
* robust recruitment (including reference checking (see "[Referee and Background Checks](#O_11786)" on page 94)), appointment (see "[Appointment Procedure](#O_11774)" on page 88), and induction processes, including complying with the Children's Act 2014
* annual reports (see "[Self-Review and Board Assurances](#O_9243)" on page 78) from the principal on the registration, certification, attestation, and police vetting of staff, and reports on appointments and any support provided to teachers
* information, in committee, from the principal regarding concerns and complaints (on page 109)raised about staff, and the actions taken
* compliance with the mandatory reporting requirements to the Teaching Council under the Education and Training Act 2020 regarding staff dismissals, resignations, complaints, serious misconduct, and competence.

Legislation <http://www.legislation.govt.nz/>

Public Service Act 2020

Human Rights Act 1993

Education and Training Act 2020

Privacy Act 2020

Children's Act 2014

Health and Safety at Work Act 2015

Employment Relations Act 2000

Employment Relations Amendment Act 2018

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 3 2022 (see "[Term 3 2022 Release Notes - Internal Review](#O_45008)" on page 522), Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596)

## Appointment Procedure

Cambridge High School is an equal opportunities (see "[Equal Employment Opportunities](#O_6483)" on page 97) employer. We appoint appropriately trained and qualified staff to all teaching and non-teaching positions, and strive to find the best person for each position. We uphold our commitment to te Tiriti o Waitangi (on page 1) through our vision and strategic plan to reflect tikanga Māori.

Our appointment process meets the requirements of the Children's Act 2014.

The board always manages the recruitment and appointment of a principal. For other vacancies, the board delegates the recruitment and appointment process to the principal and senior management but may also be represented on the appointment committee.

We maintain transparency and fairness as important principles for any appointment, especially those involving related party transactions.

|  |  |  |
| --- | --- | --- |
| Responsibility | Action | |
| The principal and senior management | 1. | Determine whether a vacancy exists, and what kind of vacancy it is, i.e., permanent or fixed-term. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement. |
|  | 2. | Prepare an application package (on page 90). |
|  | 3. | Advertise the position (see "[Advertise a Position](#O_10384)" on page 89).  Notify the vacancy according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position. |
|  | 4. | Form an appointment committee (on page 91) based on agreed delegations.  All appointment committee meetings are deemed to be “public excluded” meetings of a board committee in terms of the Local Government Official Information and Meetings Act. |
| Administration staff | 5. | Receive the applications and acknowledge them with a standard letter or email. Keep them confidential and secure. |
| Appointment committee | 6. | Shortlist applicants (on page 92).  Use the new employee checklist to ensure all proper checks are undertaken before, during, and after the interview process.  If there are no suitable applicants, re-advertise the position. |
|  | 7. | Conduct interviews (on page 92) and complete all reference and background checks. (see "[Referee and Background Checks](#O_11786)" on page 94)  Reference checking may be carried out before interviews. |
|  | 8. | Make an appointment (on page 93). |
|  | 9. | Make sure all the required documentation (see "[Employee File](#O_12959)" on page 99) is completed and filed in the employee's file. |
|  | 10. | Notify unsuccessful interviewed candidates by email or phone. Send written notification to all candidates, and delete or destroy their documentation. |

The principal assures the board that this policy is being implemented correctly, including appointment committee delegations, and referee/background checks. See Self-Review and Board Assurances (on page 78).

Legislation <http://www.legislation.govt.nz/>

Children's Act 2014

Public Service Act 2020

Education and Training Act 2020

Employment Relations Act 2000

Local Government Official Information and Meetings Act 1987

Privacy Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Employment agreements

Ministry of Education | Te Tāhuhu o te Mātauranga: School staffing

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 2 2021 (see "[Term 2 2021 Release Notes – Internal Review](#O_39242)" on page 553), Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566)

Keywords: vulnerable children act recruit, recruitment

### Advertise a Position

At Cambridge High School, we advertise positions in good faith and according to the terms of the relevant employment agreement, in a way that enables suitably qualified people to apply for the position. Positions at the school are advertised in accordance with our Equal Employment Opportunities (on page 97) policy.

Before advertising, we determine if the position is a permanent or fixed-term role. Fixed-term employment is only offered if it meets the criteria specified in the relevant employment agreement and the Employment Relations Act. Advertising for fixed-term positions is not used to determine the suitability of an employee for permanent employment.

An advertisement for a position at the school may provide information about:

* the purpose of the role
* where the role fits within the school
* expectations and duties
* skills required for the role
* the values of the school.

No offers of appointment are made while the advertising period is still open.

Related topics

Appointment Procedure (on page 88)

Equal Employment Opportunities (on page 97)

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

People and employment

Employment agreements

NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: Advertising and job descriptions

The Education Gazette | Tukutuku Kōrero: Obligations when advertising teacher or principal vacancies

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503)

### Application Package

An application package may include:

* a detailed job description
* a person specification
* an application form (see "[Position Application Form](#O_957)" on page 478)
* the school code of conduct (see "[Staff Conduct](#O_10370)" on page 138)
* EEO data collection information
* information about employment conditions including tenure, remuneration, and the relevant employment agreement
* information about the school and its community
* information about appointment procedures including how applications are made, and the timeline of the appointment procedure
* information about vetting requirements (see "[Teacher Registration, Certification, and Police Vetting](#O_379)" on page 143) and an agreement to be vetted, as relevant
* information about any available retirement schemes and union options.

For more information, including templates, see NZSTA .

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566)

Keywords: vulnerable children act, children's act, recruit, recruitment

### Appointment Committee

The appointment committee's responsibilities may include:

* creating a timeframe for advertising and filling the position
* creating the advertisement for the Education Gazette (and local newspapers, depending on the position)
* compiling the application package (on page 90)
* selecting candidates (see "[Shortlist Applicants](#O_11783)" on page 92) to interview
* conducting the interviews (see "[Conduct Interviews](#O_11784)" on page 92)
* undertaking referee and other checks (see "[Referee and Background Checks](#O_11786)" on page 94) to verify the candidate's qualifications, identity, and suitability to work with students
* advising the board of the preferred candidate for their confirmation
* notifying the successful and unsuccessful applicants within the agreed timeframe
* completing and forwarding a New Appointment form to payroll
* initiating the staff induction (see "[New: Staff Induction](#O_34923)" on page 95) process.

When appointing a principal, the board employs the services of an independent advisor to assist with the process where possible. NZSTA provides advice that the board considers carefully.

If the appointment is for a new principal, the board manages the recruitment and appointment process and may choose to review the job description and person specification for the role, which may include surveying the views of the school staff and community.

Each member of the appointment committee is expected to consider and declare any conflict of interest (on page 155) that might affect, or be seen to affect, the impartiality of their contribution to the process.

|  |  |
| --- | --- |
|  |  |
| Position | Appointment Committee |
| Principal | Board members and mana whenua. |
| Senior management position  Head of faculty or house dean | Board, principal, mana whenua, and deputy principal if necessary.  Board, principal, and deputy principal if necessary. |
| Permanent teaching staff (including part-time staff) | Principal and head of faculty. |
| Fixed term teaching staff, including part-time and relieving staff (more than one term) | Principal and head of faculty. |
| Fixed term teaching staff, including part-time and relieving staff (up to one term) | Principal and head of faculty. |
| Support staff | Business manager. |

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566)

### Shortlist Applicants

The committee decides how many applicants to shortlist and selects them using the criteria listed on the job description and person specification.

The committee will decide at this stage to contact referees for top applicants, or to contact referees later in the appointment procedure. See Referee and Background Checks (on page 94).

Contact each shortlisted applicant to arrange an interview time and explain the interview process. Candidates must be interviewed face to face, in person, or via videoconferencing.

Negotiate in advance any travel expenses incurred by the candidate.

If there are doubts or if the applicants are not of suitable standard, the committee may decide not to offer any of the applicants a position.

Keywords: children's act, vulnerable children act, recruit, recruitment

### Conduct Interviews

Candidates must be interviewed face to face, in person, or via videoconferencing. Interviews must be consistent, with each candidate receiving the same treatment and a fair hearing. Interviewers adhere to EEO principles (see "[Equal Employment Opportunities](#O_6483)" on page 97).

Each member of the appointment committee is expected to consider and declare any conflict of interest (on page 155) that might affect, or be seen to affect, the impartiality of their contribution to the process.

Under the Privacy Act a candidate can ask for a copy of any notes made by an interviewer about their interview or application. The interviewer has to provide these notes unless there are reasons to withhold it. Interviewers should write their notes with this in mind and retain the notes for a short period after the appointment process.

Guidelines for interviewing candidates

* Respect the candidate's confidentiality, for example, by ensuring that the interviews are arranged with plenty of time between them for a candidate to leave before another arrives.
* Ask questions relating to the job description, person specification, written application and referee statements. Avoid loaded, discriminatory and irrelevant questions. You may decide to provide guidance on the type of questions that will be asked.
* Ask the applicant about their decision to leave their current employment, and whether they have ever been the subject of a concern or complaint about student safety.
* Ask about convictions and possible pending charges.
* Ask about any potential conflicts of interest.
* Clarify any special conditions applying to the position, and ask the applicant to respond to these.
* If any member of the appointment committee is unhappy about the process during an interview, ask the applicant to leave the room while the issue is discussed.
* Check the identity of the candidate with their photo ID. Ask applicants to state any aliases, changes of name, commonly used or alternative names.
* Give applicants the opportunity to ask questions and/or make a statement or presentation.

At the end of the interview, inform the applicant how and when they will be told the result of the interview.

Resources

* Privacy Commissioner: Refusing Requests

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566)

Keywords: vulnerable children act, children's act, recruit, recruitment

### Eligibility for Appointment

Before making a teaching appointment, the board must be sure that the applicant is one of the following:

* fully registered as a teacher
* registered subject to confirmation
* provisionally registered.

See the register provided by the Teaching Council of Aotearoa New Zealand .

Only if the board is unable to appoint a registered teacher, may they consider employing an applicant with a limited authority to teach (LAT).

Any untrained or unqualified applicant for a teaching position must obtain a Limited Authority to Teach (LAT) from the Teaching Council of Aotearoa New Zealand.

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503)

Keywords: recruit, recruitment

### Make an Appointment

In making an appointment, the committee considers:

* who is the best person for the position according to all criteria
* EEO principles (see "[Equal Employment Opportunities](#O_6483)" on page 97)
* the candidate's eligibility for appointment (on page 93).

The appointment committee or delegated person completes the referee and background checks (on page 94).

The appointment committee selects a candidate and seeks board approval, if required for the position. No candidate is appointed without being interviewed (see "[Conduct Interviews](#O_11784)" on page 92).

If there are doubts or if the applicants are not of suitable standard, the committee may decide not to appoint any of the applicants and to re-advertise the position.

The appointment committee contacts the successful candidate and provides a written letter of appointment which includes specific details such as the starting date, salary, etc., and requests written acceptance of the job offer. The appointment should not be announced until formal acceptance has been received.

For fixed-term appointments, the letter of appointment must state the dates of the fixed-term, the reasons for the position being fixed-term, and the way in which the appointment will end.

The principal reports the selection to the board, organises the written employment agreement, and ensures that the required documentation is completed and filed in the employee file (on page 99).

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566)

Keywords:children's act, vulnerable children act, recruit, recruitment

### Referee and Background Checks

The appointment committee may have done some preliminary reference checking as part of the selection process but once a preferred candidate is chosen, and before making an appointment, complete all necessary checks, using the New Employee Checklist (on page 477) as a guide.

Reference checks

* Prepare questions in advance and ask searching questions about capability and performance, any issues from previous employment, and how they will contribute to achieving your school's vision.
* Contact named referees. Use the referee check form as a guide.
* Verify that you are talking about the same person, e.g. by comparing full name, dates of employment, etc.

Identity check

* Verify the applicant's identity, with photographic proof of identity or using an electronic identity credential. Original documents should be provided.
* Ask applicants to state any aliases, changes of name, commonly used or alternative names.

Certificates and authorisations

* Sight copies or originals of all documents provided in support of the application, including practising certificate (registration) or an authorisation letter from the Teaching Council.
* Check the Teaching Council online register to see if there are annotations or notes you should know about.
* Sight all copies of immigration documents for overseas teachers.
* Consider any other information the board deems relevant for risk assessment.

Police vetting

* The Teaching Council vets teachers as part of the renewal of their practising certificate, but the school applies for police vetting (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147) of non-teachers. Application packages for non-teaching staff include details about vetting requirements and the candidate's agreement to be vetted.

Resources

Ministry of Education: What checks do I need to undertake for adults coming into my school or kura?

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566)

### New: Staff Induction

This policy applies to all school employees and to trainees as appropriate. Our induction process involves providing information, training, observation, and mentoring. All school staff play a role in welcoming and integrating new staff into the school.

Our induction process:

* supports staff to feel welcome and be successful and emphasises staff wellbeing (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)
* familiarises staff with their working environment, including health and safety (see "[Health, Safety, and Welfare Policy](#O_13393)" on page 181)
* covers our school's aims (see "[School Planning and Reporting](#O_1408)" on page 83) and enables staff to contribute to the school's vision and values
* explains our codes of conduct for staff (see "[Staff Conduct](#O_10370)" on page 138) and our school community (see "[Community Conduct Expectations](#O_24792)" on page 15)
* provides information about policies and procedures (see "[Managing Policy and Procedures](#O_5515)" on page 76), including how to participate in reviews (see "[Review Instructions](#O_1893)" on page 77)
* covers our child protection (on page 298) policy
* identifies and addresses any specific professional development (see "[New: Professional Development](#O_34932)" on page 128) needs.

Induction for teaching staff

All new staff:

* are invited to visit the school before their employment begins
* have access to the school's policies and procedures and are expected to develop their understanding of them
* complete our school's induction process.

Induction for provisionally certificated teachers (PCTs)

An induction and mentoring programme helps provisionally certificated teachers (PCTs) develop effective teaching practices for diverse learners. PCTs will have the guidance of an experienced, fully certificated colleague who is trained to guide, support and give constructive feedback. See Provisionally Certificated Teachers (see "[Provisionally Certificated Teachers (PCTs)](#O_9101)" on page 137).

Other induction

* Support staff receive induction appropriate to their role.
* Student teachers receive induction appropriate to their role – see Student Teachers (see "[Student Teachers (Teacher Trainees/Teacher Interns/Pre-Service Teachers)](#O_9099)" on page 142).
* Volunteers receive induction appropriate to their role – see Parent Involvement (on page 12).

Related topics

Quick Links for Staff (on page 8)

Health and Safety Induction (on page 196)

Employee File (on page 99)

New Employee Checklist (on page 477)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: People and employment

Teaching Council: Creating an induction and mentoring programme

Employment New Zealand: Induction

Release history: Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575)

## Employment

### Equal Employment Opportunities

As required by the Education and Training Act 2020 (s 597), Cambridge High School operates an employment policy that complies with the principle of being a good employer and ensures the fair and proper treatment of staff in all aspects of their employment. This Equal Employment Opportunities (EEO) policy is our framework for providing an inclusive, non-discriminatory workplace, and promoting equal opportunities for all staff members.

|  |  |
| --- | --- |
| In the context of section 597 of the Education and Training Act 2020, a good employer means: | |
| "An employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment, including provisions requiring: | |
| (a) good and safe working conditions; and  (b) an equal employment opportunities programme; and  (c) the impartial selection of suitably qualified persons for appointment; and  (d) recognition of— | |
|  | (i) the aims and aspirations of Māori; and  (ii) the employment requirements of Māori; and  (iii) the need for greater involvement of Māori in the education service; and |
| (e) opportunities for the enhancement of the abilities of individual employees; and  (f) recognition of the aims and aspirations and employment requirements, and the cultural differences, of ethnic or minority groups; and  (g) recognition of the employment requirements of women; and  (h) recognition of the employment requirements of persons with disabilities." | |

Education and Training Act 2020, section 597(2)

Cambridge High School promotes equal opportunities by applying our EEO framework to all relevant school policies and procedures, particularly those relating to employment (e.g. recruitment and selection, training, professional development, and promotion).

This is to ensure that we:

* treat current and prospective staff fairly
* make decisions based on relevant merit
* work to eliminate bias and discrimination.

EEO programme

To help implement our EEO policy, we have a programme to identify processes that contribute to employment inequality. We work to change these processes and promote equal employment opportunities for individuals and groups of people. Our EEO policy and programme is available to all Cambridge High School staff.

Our EEO programme may include:

* developing a policy statement and establishing objectives
* appointing an EEO representative

The board delegates authority to a representative (or a group of representatives) to coordinate the development of the EEO programme and inform all employees of it.

Duties of the EEO representative(s) include:

* setting and meeting deadlines for the programme
* analysing data
* writing reports
* reporting at relevant board, staff, and EEO-related meetings
* being involved in the EEO committee (if applicable)
* undertaking training as needed.
* consulting with staff to hear any concerns
* creating an employee database (with informed consent for any EEO data collected)
* encouraging staff to participate in training and career development
* programme monitoring through staff meetings and board reports
* reviewing employment and personnel policies and processes.

Cambridge High School aims to raise awareness of discrimination and bias through our EEO programme. We support staff to discuss the development and implementation of the programme, and raise any concerns with the principal or board.

The principal assures the board that the school complies with the Equal Employment Opportunities (EEO) policy and that a statement on EEO is included in the annual report (including any issues from the previous year). See Self-Review and Board Assurances (on page 78).

Related topics

Appointment Procedure (on page 88)

Flexible Working Arrangements (on page 102)

Concerns and Complaints (on page 109)

Professional Development (see "[New: Professional Development](#O_34932)" on page 128)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Human Rights Act 1993

Employment Relations Act 2000

Public Service Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: School annual reports (see Statement of compliance with employment policy)

Te Kāhui Tika Tangata | Human Rights Commission: Te Ōritenga me te Whakawāteatanga l Equality and Freedom from Discrimination

NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: What are Equal Employment Opportunities?

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566)

Keywords: recruit, recruitment, non-discrimination, discrimination

### Employee File

Ensure that the following are included in the personnel file:

* Letter of appointment (countersigned by the employee)
* IR 330 tax code declaration
* New employee payroll form <http://www.novopay.govt.nz/Site/Forms/default.aspx>
* Curriculum vitae
* Police vet response (for non-teaching staff only)
* New employee checklist
* Relevant agreements (e.g. code of conduct, digital technology)
* Retirement schemes and union information as appropriate
* Any other relevant correspondence

The information held in the employee's personnel files is confidential. Access to these files should be restricted to the board (as employer), the principal (as chief executive), and any employee tasked with handling the information.

Release history: Term 4 2020 (see "[Term 4 2020 Release Notes – Appointment Procedure – Scheduled Review](#O_36666)" on page 566), Term 4 2017 (on page 622)

Keywords: children's act, vulnerable children act, children's act, recruit, recruitment

### Salary Units and Management Allowances

Salary units

Salary units are a system of payment additional to a teacher's base salary. Units are provided to schools by the Ministry of Education, and allocated to teachers to recognise management and responsibility, and to assist with recruitment, retention, and/or reward.

The number of units allocated to a school is proportional to staffing entitlement. Principals are not eligible to receive salary units.

* When units are available, the employer consults with teachers in developing a policy to determine the best way to use units (as required by the collective agreement).
* Unit positions are advertised internally or externally and awarded to the best applicant, as determined by an appointment committee.
* Units are not divisible, except in the case of an approved full-time job share, or for schools that receive three or fewer units.
* Permanent units are allocated first, and then remaining units are distributed as fixed-term units.
* At least 60% of a school’s units must be allocated as permanent units. The remainder may be distributed as fixed-term units on the basis of a needs analysis.
* Fixed-term units have an end date, usually within the current year's staffing entitlement period. The end date of fixed-term unit allocations for a clearly defined task must be specified in writing, and the units are reviewed on completion of the task.
* Performance objectives relating to responsibilities are included in individual job descriptions and performance agreements.

Management allowances

Senior management allowances may be available to deputy or assistant principals who occasionally, and formally, carry out the duties of the principal.

Middle management allowances may be available to teachers with specific responsibility such as head of department or dean, or who are responsible for at least five students funded under the Ongoing Resource Scheme (ORS).

Resources

* Ministry of Education: Entitlement staffing
* Ministry of Education: Collective agreements

Release history: Term 1 2021 (see "[Term 1 2021 Release Notes – Scheduled Review](#O_38127)" on page 562), Term 1 2018 (on page 620)

### Employment Agreements

At Cambridge High School, we ensure that all decisions concerning employment are made in accordance with the applicable employment agreement and relevant legislation.

Decisions concerning employment may involve, but are not limited to:

* employment status
* hours of work
* remuneration
* leave
* disciplinary matters
* health and safety
* employment relationship problems.

We consider the relationship between policies, employment agreements, and legislation.

* If there is any conflict between our policies and procedures and the employment agreement, we abide by the employment agreement.
* If there is any conflict between legislation and the employment agreement, we abide by whichever provides more favourable terms for an employee.

Collective agreements

Most staff at our school are covered by a collective agreement, which sets out terms and conditions for their employment.

Collective agreements may cover multiple employees and different types of work within a workplace or many workplaces. At Cambridge High School, these are negotiated between the Ministry of Education and the applicable union(s) on behalf of their members.

The term for a collective agreement may be no longer than 36 months, after which point it must be renegotiated. The terms of the collective agreement continue to apply during the negotiation process (for up to 12 months after expiry).

See the Ministry of Education Collective agreements for conditions relating to:

* principals
* teachers
* other school staff.

Individual agreements

Any employee who opts out of joining a union (or is in a role not covered by a collective agreement) signs an individual employment agreement (IEA). We use the IEA templates provided by the Ministry of Education where relevant. For most staff, the IEA provides the same terms and conditions as the relevant collective agreement.

See the Ministry of Education for more information about Individual employment agreements .

Related topics

Appointment Procedure (on page 88)

Employment (on page 97)

Performance Management (on page 124)

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Employment agreements

Community Law: Your legal rights as a worker

Employment New Zealand: Unions and bargaining

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518)

Keywords: recruit, recruitment

### Flexible Working Arrangements

At Cambridge High School, applications for flexible working arrangements are considered by the board.

Flexible working arrangements may include:

* part-time – working fewer hours than a full-time role
* job sharing – two or more staff members sharing a full-time role
* flexi-time – varying start and finish times
* compressed hours – compressing normal hours into a shorter work week
* working remotely – hours split between home (or another location) and school
* transition hours – for example, a staff member gradually returning to work, or gradually moving out of the workforce
* a short or long term arrangement.

Staff apply in writing and must include:

* their name
* date of the request
* details of the working arrangements requested
* the time frame and proposed start date
* any changes the employer may need to make to accommodate the request
* reference to Part 6AA of the Employment Relations Act 2000.

The board acknowledges the application in writing, advising if further information or a meeting is needed. After considering the personal circumstances of the applicant and the practical operation of the school, they respond with a decision within one calendar month. The response is in writing and explains any grounds for refusal.

Grounds for refusal include:

* the application being inconsistent with the relevant collective agreement
* being unable to reorganise the workload or recruit other staff
* the arrangement negatively impacting work quality or performance
* not enough work available for the proposed period
* planned structural changes
* costs
* potential impact on student learning outcomes.

Employment Relations Act 2000 (Section 69AAF)

Staff affected by family violence can apply for short-term variation to their working arrangements (up to two months), and will receive a response within 10 working days (Employment Relations Act 2000 – section 69AB).

Related topics

Employer Responsibility Policy (on page 85)

Staff Wellbeing (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)

Primary Duty of Care (on page 187)

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Resources

Employment New Zealand: Flexible Working Arrangements (includes sample application and employer response forms)

NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: Flexible Working Arrangements (includes sample application and employer response forms)

Public Service Commission | Te Kawa Mataaho: Flexible-Work-By-Default

Release History: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 3 2022 (see "[Term 3 2022 Release Notes - Internal Review](#O_45008)" on page 522)

### Ending Employment

As a good employer, the board has set processes for ending employment that follow the relevant employment agreement and the requirements of the Employment Relations Act 2000.

Resignation

Most employment relationships end through resignation. A Cambridge High School employee may end their employment at any time by giving notice. The amount of notice and other conditions required to end employment are set out in the relevant employment agreement. Some employment agreements may have scope for medical retirement, which must be applied for before resigning.

On receiving notice of resignation, Cambridge High School confirms it accepts the resignation, confirms the notice period and the employee's final day, calculates the employee’s final pay, and arranges for the return of all school property (e.g. laptop, keys, and documents). The employee’s team may arrange a farewell, including a gift. An exit interview or survey (see "[Staff Exit Interviews/Surveys](#O_22346)" on page 139) may also be arranged.

Final pay for employees may be calculated by EdPay/Novopay. Care is taken to ensure it is correctly calculated, including any holiday pay.

Dismissal and termination

The board will only dismiss an employee with proper justification. When dismissal is necessary, the board ensures a fair procedure, complies with the relevant employment agreement (see "[Employment Agreements](#O_6860)" on page 100), and ensures its actions are those of a fair and reasonable employer.

Where dismissal is due to competency or disciplinary issues, the board ensures it has first followed the appropriate performance management (on page 124) or concerns and complaints (on page 109) processes. The board will give any employee facing possible dismissal access to information relevant to their decision and the opportunity to comment on that information before they make a decision. In many situations the employee will have been given formal warnings and an opportunity to improve before being dismissed.

Serious misconduct may result in instant dismissal.

Termination may be due to surplus staffing and/or disestablished positions. The board follows a fair procedure before terminating employment, including all provisions set out in the employment agreement, and Ministry requirements around redeployment. See Surplus staffing support for a reduction in staffing entitlement (Ministry of Education).

Employees who consider they have been unjustifiably dismissed may consider raising a personal grievance (on page 120).

Employee obligations when employment ends

Until the end of the employee's notice period they must continue to comply with the duty of good faith. This includes being responsible and communicative and following the school's reasonable instructions.

The duty of good faith applies in all of the various employment relationships, including between an employer and an employee and an employer and a union. Good faith requires employers, employees, and unions to act in a way that is truthful and will not mislead each other. It means being reponsive and communicative, acting honestly, constructively, and respectfully.

See Employment New Zealand

Some provisions of the employee agreement will remain in force after employment terminates. These include confidentiality requirements.

Support when employment ends

Cambridge High School employees who choose to voluntarily resign or who face dismissal or termination may seek support from a union or legal representative.

The board as employer may seek support or advice from NZSTA, lawyers, or other avenues.

Because boards must act independently in their employment decisions about individual employees (under the Public Service Act 2020), the Ministry of Education cannot advise boards or teachers on employment issues.

Mandatory reporting

Cambridge High School reports to the Teaching Council, as required, in relation to any dismissals of teaching staff and any teaching staff resignations that occur within 12 months of the school advising the teacher that they are dissatisfied with or intend to investigate the teacher's conduct or competency.

Related topics

Employment Agreements (on page 100)

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Public Service Act 2020

Resources

Employment New Zealand: Ending Employment

Ministry of Education | Te Tāhuhu o te Mātauranga: Resignation, dismissal and retirement

Release history: Term 2 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_43880)" on page 531)

## Safety Checking

The Cambridge High School board is responsible for ensuring all children's workers (core and non-core) employed or engaged by the school are safety checked prior to their appointment. We have robust safety checking procedures to maintain student safety at all times.

The Children's Act 2014 defines a children's worker as a person who works in, or provides, a regulated service that may involve regular or overnight access to a child/children (excluding those who are co-workers), and takes place without a parent/guardian present.

* Core workers are workers who are in sole charge, or have primary responsibility or authority over a child/children in their care.
* Non-core workers have regular but limited contact, and are never alone with children.

Children's Act 2014, s. 23 (1)

Employed children's workers include teachers, support staff, non-teaching staff, relievers, and self-employed practitioners. The school may also safety check volunteers (including unpaid service providers), private tutors/teachers, and contractors as good practice.

Whenever the board enters into a contract or funding arrangement with an independent person who provides children's services (e.g. speech language therapists, music tutors etc.) to the school, that person must adopt a child protection policy, which must be reviewed every three years. See Child Protection (on page 298).

Safety checking procedure

Safety checking involves:

1. Identity confirmation – verify two forms of official identification to ensure further information gathered is reliable.

The two forms of official documentation include:

* one primary form of identification (e.g. a New Zealand or overseas passport, or full birth certificate issued on or after 1 January 1998 with a unique ID number)
* a secondary form of identification (e.g. a New Zealand driver licence, Community Services Card, IRD number, RealMe).

One of the forms of identification must include a photo.

1. Any information about previous criminal convictions – police vet all employed children's workers for public safety and child protection.

The Workforce Restriction in the Children's Act 2014 prohibits people with serious criminal convictions from being employed as core children's workers, unless they hold a Core Worker Exemption.

1. Other information – gather details about work history and professional organisation membership; verify licences, registrations, and qualifications; conduct interviews, carry out referee checks, etc.

Interviews can provide information on the worker, their attitudes, views on child safe practice, and working experiences and relationships with children.

1. Risk assessment – evaluate information gathered to make a professional judgement about the employment, with students' best interests in mind. Consider the relevant indicators in context, and seek further evidence if necessary.
2. Periodic safety checks – complete within three years of the employee's last safety check. This includes confirmation of any name changes, police vetting for non-teachers, and registration checks with professional organisations and authorities. The board or delegate completes a risk assessment at the end of this process to determine whether the worker poses a risk to student safety.

Safety checks by others

In some instances, the school may rely on other organisations (e.g. relieving agencies, teacher training providers, other educational service providers) to complete safety checks on its behalf. In such cases, we require formal written confirmation that checks have been conducted, and exercise due diligence by completing our own identity checks and risk assessments.

The Teaching Council police vets teachers as part of their registration and certification (see "[Teacher Registration, Certification, and Police Vetting](#O_379)" on page 143) process. The school can rely on the Council to meet a teacher's vetting requirements.

Privacy and audit

The school maintains a record of all dates employees were safety checked and police vetted. We also keep records of assurances and risk assessment information if checks were conducted by others.

Police vets are handled confidentially, including applying for and receiving the vet, and storing the results. Only those requiring the information can access it and it is destroyed when no longer needed. This includes any printed requests, consent forms, and results, which are kept securely for no longer than 12 months before being destroyed.

The principal assures the board that all children's workers employed or engaged by the school have been safety checked prior to their appointment. See Self-Review and Board Assurances (on page 78).

Related topics

Child Protection (on page 298)

Police Vetting for Non-Teachers (on page 147)

Vetting Requirements (on page 145)

Contractors Working at School (on page 200)

Parent Involvement (on page 12)

Legislation

Children's Act 2014

Education and Training Act 2020

Privacy Act 2020

Resources

Ministry of Education: Children's Act 2014 requirements for schools and kura (see Safety checking)

Ministry of Education: Vulnerable Children Act 2014 guide (see parts 4 and 5)

Ministry of Education: What checks do I need to undertake for adults coming into my school or kura?

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 4 2021 (see "[Term 4 2021 Release Notes – Internal Review](#O_41229)" on page 547)

## Timetable

A timetable policy is a requirement under the Secondary Teachers' Collective Agreement (STCA). Timetabling is a complex process of balancing curriculum opportunities for students with the teaching and other resources available.

The aim is to offer our students a broad and balanced range of subjects at all appropriate levels, and to offer staff appropriate entitlements and recognition.

The principal has overall responsibility for the timetable and delegates duties, as appropriate, to the timetabler/timetable committee. All staff are consulted over the timetable and provided with the draft timetable before it is finalised.

Our timetable policy allows the school to:

* meet the requirements of the Secondary Teachers' Collective Agreement (STCA)
* meet the pastoral and curriculum needs of students
* assist teachers to manage the demands of preparing their classes and assessing students
* free teachers to participate in the extra-curricular activities of the school
* recognise the pastoral, curricular, and administration responsibilities of teachers.

To achieve the goals of our policy, we:

* implement appropriate maximum timetabled classroom teaching times and allow for non-contact time (on page 107) for teachers (and a process for managing changes in various circumstances)
* organise relief cover as necessary
* produce information for student subject choices in term 3
* review timetabling in term 3 for the next year
* set maximum class sizes and cap student numbers as necessary
* have a curriculum committee that investigates the viability of new subjects, taking into account:
* resources available
* the effect on the school's staffing entitlement
* student interest and demand
* relevance to the curriculum and school charter, and to the school's aims, objectives, directions, and targets.

Resources

Secondary Teachers' Collective Agreement – Part Five: Hours of Work

PPTA: It's about time 2013 Toolkit

Release history: Term 1 2021 (see "[Term 1 2021 Release Notes – Scheduled Review](#O_38127)" on page 562)

### Non-Contact Time

Non-contact time occurs during scheduled hours when teachers are not actively teaching in the classroom. It acknowledges the additional work involved in quality teaching and learning, including:

* preparing and assessing classes
* attending to pastoral, curricular, and administrative responsibilities.

Each teacher's non-contact time is timetabled and may be made up of different time periods over the week. This is discussed with the teacher and takes into consideration the placement of their timetabled class contact hours. Teachers are normally expected to be at school and available during non-contact time.

Non-contact time entitlements are based on individual teachers' timetabled hours. For a full-time teacher with 25 timetabled teaching hours, the non-contact entitlement is 5 hours per week. The Secondary Teachers' Collective Agreement sets out entitlements for full-time, part-time, and beginning teachers; specialist secondary teachers of technology; and unit holders.

Alternatives to non-contact time

The school will consider and offer alternatives and/or compensation if, for genuine reasons, teachers are asked to temporarily forgo any non-contact entitlements or exceed the average class size limit. These may include changes in timetabling, hiring of relievers, reduction of duties, etc., and will be offered on a case-by-case basis and in accordance with the collective agreement.

Resources

Secondary Teachers' Collective Agreement – Part Five: Hours of Work

Release history: Term 1 2021 (see "[Term 1 2021 Release Notes – Scheduled Review](#O_38127)" on page 562)

## Concerns and Complaints

This policy provides staff members, parents/caregivers/whānau, students, and the wider school community with clear procedures for raising concerns and making complaints. Complaints may also come from members of the public.

Our concerns and complaints procedures enable us to:

* maintain a safe environment for our students and staff
* treat all people fairly and with dignity and respect
* resolve matters of concern early and at the lowest level, if possible
* respond to feedback and concerns constructively
* deal with complaints fairly, effectively, and in a timely manner
* take into account individual circumstances
* maintain privacy and confidentiality
* preserve and enhance school and community relationships
* check that solutions have been implemented and are working, including feeding back to the person who raised the issue where appropriate
* monitor and record concerns and complaints about student safety and wellbeing
* meet our legal and ethical obligations.

We foster open communication and encourage our school community and members of the public to contact us promptly when issues involving the school arise. We advise people with concerns or complaints to raise these with the school in the first instance, rather than sharing concerns with other people or online.

Most concerns can be resolved informally through discussions with the people involved – see Raising Concerns (on page 111). If informal discussion doesn't resolve the issue, see Making a Formal Complaint or Serious Allegation (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112).

For an overview of the process, see our Concerns and Complaints Process flowchart.

Sometimes parents contact the Ministry of Education about an incident involving their child at school. The Ministry upholds the school’s ability to self-govern and follow their own policies and processes for managing complaints and will usually direct complaints back to the school in the first instance.

Parents or students with concerns may seek advice from a lawyer, Youth Law (0800 884 529), Community Law (phone local centre), Student Rights Service (0800 499 488), or the Ombudsman (0800 802 602).

Complaints register

Cambridge High School keeps a complaints register to record formal complaints and to audit our policies and procedures. This includes recording employment-related matters. Information will be held in accordance with our privacy policy and guidelines (see "[Privacy](#O_13429)" on page 396) and the board reviews the register regularly. Generally, only formal complaints or complaints that come to the attention of the principal or board will be recorded in the register. Concerns resolved informally may not be recorded.

Unreasonable complaints

Cambridge High School will receive and consider all reasonable and legitimate concerns and complaints in good faith. However, the school may refuse to take any action on receiving a complaint or concerns that are considered unreasonable or vexatious.

A complaint may be considered unreasonable if the person making a complaint:

* continues to pursue an issue after it has been considered and deemed resolved by the school
* makes unreasonable demands in relation to the complaint
* is uncooperative (e.g. refusing to define the issue), fails to provide evidence, or provides excessive/irrelevant information
* displays aggressive, threatening, or manipulative behaviour
* fails to follow the school's policies and procedures.

In some situations where unreasonable complaints are made, the school may need to take legal advice or involve an external agency or mediator to help resolve the matter.

Note that unwelcome, intimidating, and intrusive behaviour is dealt with as harassment (on page 339).

Related topics

Student Wellbeing and Safety and (see "[Student Wellbeing and Safety](#O_11808)" on page 297)

Community Conduct Expectations (on page 15)

Harassment (on page 339)

Privacy (on page 396)

Protected Disclosure (on page 129)

Official Information Requests (on page 407)

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Protected Disclosures Act 2000

Education and Training Act 2020

Privacy Act 2020

Public Service Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga (Educational Leaders): Dealing with complaints

NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: Dealing with complaints

Te Kawa Mataaho | Public Service Commission: Acting in the Spirit of Service: Speaking Up

Ombudsman: Good complaints handling by school boards

Ombudsman: Managing unreasonable complainant conduct

|  |
| --- |
| SchoolDocs appreciates the guidance of James Cowan and Fiona McMillan from Anderson Lloyd who have reviewed the changes we made to the Concerns and Complaints section as a result of our three-yearly review.  We recommend boards seek legal advice at the earliest stages of any serious complaint to ensure the correct process is followed. |

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 1 2022 (see "[Term 3 2019 Scheduled Review of Health, Safety, and Welfare](#O_42177)" on page 535), Term 1 2019 (on page 609)

### Raising Concerns

Where appropriate, Cambridge High School handles concerns and complaints informally in the first instance. If you would like to raise a concern with us, please follow the steps below. If you believe your concern cannot be resolved informally, it may be appropriate to make a formal complaint.

There may be instances where the concern raised under this policy amounts to a formal complaint or serious allegation. We may treat a concern as a formal complaint and address the concern using our Investigating a Formal Complaint or Serious Allegation (on page 116) procedure.

1. Raise the concern with the right person

In all instances, you may have a support person to help you raise a concern or make a complaint.

We recommend that a support person is someone independent of the concern/complaint (i.e. not a person who has witnessed the matter or would otherwise be involved). The support person could be a friend, relative, or trusted adult.

A support person who is present when someone is raising a concern or complaint is expected to respect privacy and confidentiality, as with other parties involved in the concerns and complaints process.

If you approach a board member with your concerns, you will be asked to follow the actions below and the board member will inform the principal and board chair. If several people share a concern, the process is the same. You could nominate a group representative to approach the school, and it may be appropriate for the group and the school to use a mediator.

To ensure the safety and wellbeing of those involved when a concern is raised, it may be appropriate for the person receiving a concern to limit communication about the concern until a facilitated session occurs or until a third party is present.

* If you have a general concern about the school or its programmes, discuss it with the person involved or with a member of the management team or the principal.
* If you have a particular concern about a staff member or a school activity, contact the person involved to discuss the matter privately. We ask that you make this direct approach as soon as possible.

If you do not wish to approach the person involved, contact a member of the management team or the principal to discuss your concern. The principal or management team member may communicate with the person involved.

* If you have a concern about your own child or one of our other students, contact the student's class teacher or the principal to discuss the matter. The school monitors, records, and responds appropriately to any concerns about a student's safety and welfare.

If your concern relates to another student, you must not approach that student or their parents/caregivers/whānau directly. Speak to their teacher or the principal.

If you want to raise concerns (especially serious concerns) about a student's wellbeing and/or safety, see Responding to Student Wellbeing Concerns (on page 316).

* If you have a concern about another parent, caregiver, or member of the school community on a school-related matter, raise this with the principal.
* If the matter concerns the principal and you have not first resolved it by discussion, or you feel uncomfortable directly approaching the principal, contact the board chair.
* If the matter concerns a board member, contact the board chair. Contact another member of the board if it concerns the board chair.

After raising the initial concern, parties involved in the complaints process should not communicate about the matter with each other until all parties agree to an appropriate way to discuss or resolve the matter. This applies at all times, both in and out of school.

2. Work towards a resolution

In most cases, concerns can be resolved informally with constructive discussions.

* Be prepared to make a time to discuss your concern if the person involved is unable to talk with you straight away.
* Be open to listening to the other side of the story to avoid communication breakdowns.
* Follow-up actions or later check-ins may be able to be agreed where appropriate.
* Involving a third party to facilitate discussion or participate in a meeting may be appropriate.

If you are unhappy with the outcome of your initial meeting, contact the principal, a member of the management team, or the board chair to discuss further resolution.

If this process does not resolve your concern, you can make a formal complaint (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112).

3. Follow-up and feedback

Resolution of the concern or complaint may include checking that the solutions have been implemented and are working. The effectiveness of the solutions may be fed back to the person who raised the issue where appropriate. This follow-up may be recorded in the concerns and complaints register.

In some circumstances it will not be possible or appropriate for the school to advise you of a final outcome.

For an overview of the process, see our Concerns and Complaints Process flowchart.

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 1 2022 (see "[Term 3 2019 Scheduled Review of Health, Safety, and Welfare](#O_42177)" on page 535), Term 1 2019 (on page 609)

### Making a Formal Complaint or Serious Allegation INTL

Cambridge High School provides a procedure for Raising Concerns, but if concerns are not resolved or for more serious matters, a formal complaint can be made. A concern may be considered a serious allegation if it involves illegal or harmful behaviour, or serious professional misconduct.

Formal complaints may be about an employee of the school, a parent or caregiver, a student, or any matter within the school's responsibility. If you have a complaint about the conduct or competence of a teacher, the complaint must be made directly to the employer (board). In some cases, a complaint may be made directly to the Teaching Council.

Under the Education and Training Act 2020 (s 495, s 506), a complaint about the conduct or competence of a teacher can be made directly to the Teaching Council if:

* it concerns a former employee
* there is a conflict of interest
* the school has failed to deal with the complaint appropriately
* there are other exceptional circumstances.

Formal complaints should be made in writing (i.e. email or letter) to ensure the school is able to meet its legal and ethical obligations, including complying with the requirements of natural justice. If formal complaints or serious concerns received by the school are not made in writing, the person who receives the complaint may make a written record of the complaint.

If it is unclear whether someone is making a formal complaint, the school may clarify this by asking if it should be considered as a formal complaint. The person who receives the concern or an appropriate staff member may:

* ask the person raising a concern to provide more information to clarify the level of concern
* explain the process for responding to a formal complaint.

Any person may have a support person with them when raising a concern or complaint. To ensure the safety and wellbeing of those involved when a concern is raised, it may be appropriate for the person receiving a concern to limit communication about the concern until a facilitated session occurs or until a third party is present.

We recommend that a support person is someone independent of the concern/complaint (i.e. not a person who has witnessed the matter or would otherwise be involved). The support person could be a friend, relative, or trusted adult.

A support person who is present when someone is raising a concern or complaint is expected to respect privacy and confidentiality, as with other parties involved in the concerns and complaints process.

All parties should respect privacy and confidentiality, including avoiding the use of social media to promote a point of view.

How to make a complaint

Put your specific complaint(s) in writing and include your preferred contact details. Give as many facts and details as possible, including the names of people involved and dates of events, as well as any steps you have taken to resolve the matter. It will not usually be possible to effectively investigate complaints that are made anonymously. If you have any specific concerns about your identity being disclosed then please include these with your formal complaint so they can be discussed with you directly.

It may be impossible for the school to meet its legal and ethical obligations to the person being investigated without disclosing the identity of the complainant. Where a complaint is made anonymously it will be difficult for the school to be certain the complaint is reasonable and not vexatious.

The email or letter should be marked "confidential" and sent to:

* the principal, if the complaint is about a staff member, student, parent or caregiver, or other member of the school community
* the board chair, if it is about the principal, or is about the conduct or competence of a teacher and is serious in nature
* a member of the board, if it is about the board chair.

Contact details for the principal and board chair are available at the school office or online.

What happens with your complaint

The principal or board chair will check that your complaint has come to the correct person and then send you an acknowledgement of receipt within 5 working days.

First steps

Depending on the nature of the complaint, the first steps may include:

* asking you for more details about your complaint so that your concerns can be investigated effectively
* suggesting possible alternative options for informal or low-level resolution
* referring the matter to the board for consideration at an in-committee meeting, so that the board can determine the next steps
* conducting preliminary investigative steps or enquiring into the facts
* consulting external advisors (e.g. legal advice, NZSTA).

After raising the initial concern, parties involved in the complaints process should not communicate about the matter with each other until all parties agree to an appropriate way to discuss or resolve the matter. This applies at all times, both in and out of school.

Decision to investigate

After receiving a formal complaint, the school will need to decide whether an investigation is necessary or otherwise appropriate. It is likely that your written complaint will be disclosed to the person complained of at an early stage. This is to ensure fairness and meet the requirements of natural justice. Where a complaint is being investigated the person complained of will usually be informed of the intended investigation process. If the person complained of is an employee of the school they must be advised of the complaint and be given an opportunity to provide explanations and comments before the school makes any decision that is likely to affect the employee's continued employment.

* If your formal complaint does not justify a formal investigation, the principal or board will consider the issues raised and all of the relevant information, and provide you with a written response.
* If your formal complaint does justify a formal investigation, see Formal investigation process below.

Before starting an investigation, the New Zealand School Trustees Association (NZSTA) or legal advisors should be contacted for advice. The school's insurer may need to be notified. It may also be necessary to liaise with other external agencies, such as Oranga Tamariki – Ministry for Children and/or the New Zealand Police, before starting an investigation.

Formal investigation process

If a formal investigation is required, subject to privacy, confidentiality, or other ethical and legal requirements, we may keep you informed about the investigation process and the expected timeframes, including confirmation of when the matter is concluded.

* Relevant collective employment agreement provisions for dealing with complaints about staff members must be observed, including protecting the staff member's dignity and mana, advising them of their right to seek support and representation before responding to complaints, and giving them a reasonable opportunity to take that advice.
* A full documentary record of any formal complaint is completed and stored confidentially in a secure location.

See Investigating a Formal Complaint or Serious Allegation (on page 116).

Outcome of the investigation

Once a formal complaint has been resolved, there are no further avenues to pursue the complaint at your school. If you are not satisfied with the outcome of your complaint, you are encouraged to take advice and may wish to consider contacting the Human Rights Commission, Ombudsman, Ministry of Education, ERO, or the Office of the Privacy Commissioner. If your complaint was about the conduct or competence of a teacher, you may also be able to make a complaint to the Teaching Council.

Under the Education and Training Act 2020 (s 495, s 506), a complaint about the conduct or competence of a teacher can be made directly to the Teaching Council if:

* it concerns a former employee
* there is a conflict of interest
* the school has failed to deal with the complaint appropriately
* there are other exceptional circumstances.

If the complaint relates to an international learner, and it cannot be resolved by following this process, see Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464).

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 1 2022 (see "[Term 3 2019 Scheduled Review of Health, Safety, and Welfare](#O_42177)" on page 535), Term 1 2019 (on page 609)

### Investigating a Formal Complaint or Serious Allegation

The following general guidelines will help investigate a formal complaint or serious allegation. They are directed at complaints made against staff members, but can be adapted as appropriate to apply to any complaints (about students, parents, the principal, board member, or any other person), and to reflect the nature of the matters under investigation.

|  |
| --- |
| Guidelines for investigating a formal complaint or serious allegation |
| Principal, and/or the board chair, and/or nominated board member |
| 1. Preparing for investigation and decision-making   1. Acknowledge receipt – Acknowledge receipt of the complaint within five working days. 2. Preliminary assessment – Conduct a preliminary assessment of the complaint to determine the scope of the investigation and level of board involvement (if any). This may include seeking further information from the complainant and the subject of the complaint. If a formal investigation is deemed to be unnecessary (e.g. for more general complaints or those that are unlikely to lead to disciplinary action against a staff member), consider returning to the Raising Concerns (on page 111) process to resolve the issue informally, or deem the issue resolved. 3. Refer to board – Potentially sensitive matters and/or more serious complaints that could lead to disciplinary action against a staff member may be referred to the board for consideration in-committee, with a view to determining the required level of board involvement. 4. Legal consultation – If the complaint is serious and relates to matters that could justify a staff member's suspension or subsequent dismissal, consult NZSTA and/or the school's lawyer. Relevant collective agreement provisions for dealing with complaints about staff members must be observed, including protecting the staff member's dignity and mana, advising them of their right to seek support and representation before responding to complaints, and giving them a reasonable opportunity to take that advice. 5. External agencies – Consult with external agencies as appropriate (e.g. Oranga Tamariki – Ministry for Children, and/or police) to ensure any actions do not undermine other investigations. 6. Appoint investigator – Consider who will be appointed to investigate the complaint. This may be the principal, a board member, board committee, or an independent or specialist investigator, depending on the seriousness of the issue or any potential conflicts of interest or potential for bias. 7. Awareness – Be aware of school policy and legislative requirements. If the complaint involves a child, you must get permission to interview the child. Also consider appointing an investigator with expertise in interviewing young people. 8. Conflict of interest – Consider if any investigator or other person involved in the investigation or decision-making (including any staff member or student representative) has a potential conflict of interest or potential for bias. Decide how to manage or mitigate that potential, including removal from the investigation or decision-making process.   Terms of reference – The board may resolve to delegate a decision about the outcome of the complaint to a board member or board committee. However, the board cannot delegate decision-making responsibility to non-board members. Provide an appointed investigator with clear terms of reference , including the boundaries and expectations of their role . You may choose to specify that you only want fact-finding, including the investigator's conclusions on the balance of probabilities regarding disputed facts. |
| The investigator's role, as outlined in the terms of reference, may include the following:   * interview people who may be able to share relevant information about the allegations and take notes of those interviews and/or record those interviews * interview the respondent and take notes of that interview and/or record that interview * ask all interviewees to confirm they agree to maintain confidentiality prior to being interviewed and ensure all interviewees understand that they should not discuss or disclose any information related to the investigation * provide interview notes, statements, and/or transcripts of the interviews to each interviewee to confirm the accuracy of those notes, statements, and/or transcripts * advise all interviewees that the notes, statements, and/or transcripts may be disclosed to the respondent and the employer's representatives * review any documents or information that may arise in the course of the investigation that they consider relevant * make factual findings in relation to the allegations/concerns * determine whether there has been any conduct that may amount to a breach of the employer's policy, or otherwise inappropriate conduct in accordance with relevant policies * prepare a draft report * submit a draft report to the respondent for comment * after considering and incorporating any feedback on the draft report, submit a final report to the employer.   Note that for many investigations you may not want or need something so formal, so these terms can be altered. For example, an investigator will not always need to prepare a full written report.  An Investigation Terms of Reference should usually cover:   * details of the issues/complaint/allegations to be investigated * the investigation process and scope * any specific requirements for the investigation, such as confidentiality, evidence handling, making notes/recordings of interviews (as determined by the school), and submitting a draft report to the respondent for comment before finalising * reporting requirements e.g. a written report that outlines matters investigated, limitations (if any), findings in relation to the allegations, and supporting evidence * proposed indicative timeline * documentation provided to the investigator (complaint, evidence and documents already collected, relevant policies) * proposed interviewees.   2. Insurance requirements   1. Inform the school's insurer of the complaint and keep them informed of progress and resolution. This is an insurance policy requirement to maintain cover when a matter might result in an insurance claim. Insurers usually require boards to follow advice from NZSTA and/or the school's lawyer in dealing with any matters that could lead to disciplinary action against a staff member. |
| 3. Contact with respondent (person complained about)   1. Inform the respondent that an investigation is required, and the scope of the investigation. Include, if relevant, the identity of any independent investigator, and confirm (in writing) that they are entitled to seek union or legal advice and representation. Remind them that they may also bring a support person or whānau member to any meeting. Consider the vulnerability of a person subject to a complaint and offer them ongoing support during and after the investigation (e.g. if a staff member, NZEI, EAP). 2. In most cases you should provide the respondent with a letter explaining the specific concerns, attaching all relevant information, and outlining any potential disciplinary outcome. Set a time frame that allows the respondent a reasonable opportunity to consider the complaint and seek independent advice before providing their written and/or oral response. 3. Seek NZSTA and/or legal advice regarding your correspondence and meetings with the respondent. |
| 4. Contact with complainant   1. Where necessary and appropriate, keep the complainant informed of the expected time frame for resolution. Offer the complainant ongoing support during and after the investigation. |
| Investigator/Investigating committee |
| 5. Seeking information   1. In accordance with the terms of reference, complete relevant inquiries and interviews. |
| 6. Note-taking   1. Note-taking and interview recording should be addressed in the terms of reference. (Recording meetings is allowed if you tell the participants and make a copy available to them.) Make detailed notes of all discussions, interviews, questions, and answers. The notes should record the facts related to the investigation rather than opinions or comments that could be taken to suggest the outcome is predetermined.   An Investigation Terms of Reference should usually cover:   * details of the issues/complaint/allegations to be investigated * the investigation process and scope * any specific requirements for the investigation, such as confidentiality, evidence handling, making notes/recordings of interviews (as determined by the school), and submitting a draft report to the respondent for comment before finalising * reporting requirements e.g. a written report that outlines matters investigated, limitations (if any), findings in relation to the allegations, and supporting evidence * proposed indicative timeline * documentation provided to the investigator (complaint, evidence and documents already collected, relevant policies) * proposed interviewees.  1. Be aware that employees are entitled to access their personal information, which will generally include interview notes about their own conduct. Seek legal advice if unsure about the disclosure of information, or contact the Office of the Privacy Commissioner or the Ombudsman. 2. Disclose notes from a person's own interview to them for confirmation. |
| 7. Summarise and conclude   1. Consider all relevant information, reach a conclusion regarding disputed facts, and conclude whether the complaint has been substantiated.   A conclusion will likely be based on:   * the balance of probabilities (the probability that something is more likely than not); or * being satisfied to the level of making a factual finding (having enough information to conclude that something is likely).  1. Prepare a draft investigation report. If required by the terms of reference, share the report with the subject of the complaint, seeking their comments. 2. Finalise the report. |
| Investigator |
| 8. Present investigation findings to board   1. Brief the board in-committee on the scope and outcome of the investigation and its findings. |
| Decision-maker (board investigator or committee, the full board, or the principal) |
| 9. Present investigation findings and next steps to subject of complaint   1. Determine any next steps, including whether disciplinary action is appropriate. 2. Provide the subject of the complaint with a copy of the final investigation report and a letter that explains any next steps. Any next steps should identify specific concerns and proposed disciplinary actions, and why these may be appropriate. 3. Before any decision is made, invite the subject of the complaint (through their representative, if applicable) to respond at a meeting and/or in writing to the report's findings and to the specific concerns, and to comment on any disciplinary options being considered. 4. If a meeting is held, ensure notes are taken and confine discussion to issues already identified. This is not an opportunity for either party to raise new matters. |
| 10. Resolve the complaint and inform the subject of the complaint   1. Following the meeting, or on receipt of the written response, consider whether any further investigation may be required. 2. Before making a decision, ensure you have carefully considered any feedback, comments, and explanations from the subject of the complaint. Any mitigating circumstances should be also explicitly be considered. 3. Make your decision, recording how you arrived at the decision, and the reasons for any disciplinary consequences. 4. Depending upon the seriousness of the situation, you may need to take a day or two to consider all relevant information before making a final decision. 5. Inform the subject of the complaint of the decision. If this is done at a meeting rather than by letter it must be confirmed in writing. |
| Principal and/or the board chair |
| 11. Contact the complainant   1. Where appropriate, report on the resolution of the complaint to the complainant while maintaining confidentiality and any collective agreement requirements. Outline the steps taken to resolve their complaint, and discuss any further steps that may be required for closure. 2. If the complainant is not satisfied, advise them of further courses of action, e.g. contacting the Human Rights Commission, Ombudsman, Ministry of Education, ERO, Office of the Privacy Commissioner. |
| 12. File documentation   1. Store all documentation confidentially and securely, in keeping with the requirements of the school's privacy policy and the Privacy Act. |
| 13. Make any further necessary reports   1. Determine whether a report needs to be made to the Teaching Council , in compliance with the mandatory reporting requirements. |

Release history: Term 1 2022 (see "[Term 3 2019 Scheduled Review of Health, Safety, and Welfare](#O_42177)" on page 535), Term 1 2019 (on page 609), Term 1 2017 (<https://demo.schooldocs.co.nz/17260.htm>), Term 1 2016 (see "[Term 1, 2016](#O_13295)" on page 637)

### Student Complaints

Our complaints policy applies to all members of the school community, including students.

We respect and value input from our students about issues affecting the school, and encourage students to express their concerns through the appropriate channels.

The dean of the year level is an excellent source of support for students at our school and they can help with any concerns or complaints that a student may have. Deans may need to refer the issue on for expert advice, depending on the nature of the concern/complaint.

* Students with concerns about safety, their own or someone else's, should contact any staff member as soon as possible. Safety issues could include bullying, cyberbullying, harassment, suspicions of abuse, or self-harm. Such concerns are treated seriously and as confidentially as possible and staff will promptly relay the concern to the most appropriate member of staff.
* Students with general issues (curriculum, assessment, pastoral) should contact their form teacher.
* Students with subject concerns should contact the head of department for that subject.
* Students with concerns about personal, family, or financial matters should contact the guidance counsellor.

## Personal Grievance

An employee who has a personal grievance has the right to raise that grievance against their employer under the Employment Relations Act 2000.

Reasons for raising a personal grievance may include the claim:

* that the employee has been unjustifiably dismissed
* that the employee was disadvantaged in their employment by some unjustifiable action by the employer
* that the employee has been discriminated against in their employment
* that the employee has been sexually or racially harassed (see "[Harassment](#O_13412)" on page 339)
* that the employee has been subject to duress in their employment in relation to membership or non-membership of a union or employees' organisation.

A personal grievance must be raised within 90 days of the alleged grievance occurring. Employment agreements must contain a plain language explanation of the services available for the resolution of employment relationship problems, including a reference to the period of 90 days to raise a personal grievance. The most common personal grievance claims are for unjustifiable dismissal and unjustifiable disadvantage. Typically, personal grievances are notified after an employee's employment has ended.

See Section 114 (1) of the Employment Relations Act 2000: "Every employee who wishes to raise a personal grievance must, subject to subsections (3) and (4), raise the grievance with his or her employer within the period of 90 days beginning with the date on which the action alleged to amount to a personal grievance occurred or came to the notice of the employee, whichever is the later, unless the employer consents to the personal grievance being raised after the expiration of that period."

Mediation

The first step for Cambridge High School when a personal grievance is raised is to discuss the grievance with the employee (or their representative). If the personal grievance is not resolved in discussions with the employer, the grievance may be referred to mediation, such as that provided by Employment Mediation Services within the Ministry of Business, Innovation and Employment (MBIE). If mediation is unsuccessful, the employee or Cambridge High School may formally apply to the Employment Relations Authority.

Record of settlement

When a personal grievance reaches a resolution, Cambridge High School may enter into a record of settlement with the employee. Records of settlement record terms agreed by the parties, such as a lump sum payment, payment of wages, confidentiality, and non-disparagement provisions. If an agreement is reached resolving a personal grievance, the agreement states it is in full and final settlement of the employee's personal grievance. Records of settlement may be submitted to Employment Mediation Services for certification by a mediator. Certification means the agreement is final and binding and cannot be cancelled by the parties.

Remedies

The Employment Relations Act sets out possible remedies where the Employment Relations Authority or Court determines that an employee has a personal grievance. These may include:

* reinstatement to the employee's former position
* reimbursement of lost wages
* compensation for hurt and humiliation, loss of dignity or injury to feelings, and the loss of any other benefit
* recommendations to the employer about improving workplace conduct or practices, and actions to prevent sexual or racial harassment (where relevant).

Cambridge High School debriefs all personal grievances after they are resolved to ensure that we learn from the experience and can continue to act as a good employer.

Related topics

Employment Agreements (on page 100)

Employer Responsibility Policy (on page 85)

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Resources

Employment New Zealand: Mediation

Employment New Zealand: Personal Grievances

Ministry of Education: Employment agreements

Release history: Term 2 2022 (see "[Term 1 2022 Scheduled Review of Harassment – Upcoming Changes](#O_43957)" on page 530), Term 1 2019 (on page 609)

## Defamation

Defamation is an area of law designed to protect a person's reputation against unjustifiable attack, while also balancing the right of freedom of expression. It is possible someone accused of harassment (on page 339) or other wrongdoing may react by alleging defamation.

Defamation involves making a defamatory statement (written or verbal) about a person. It only needs to be a statement made by one person to another. The statement may be delivered digitally.

The Harmful Digital Communications Act 2015 sets out communication principles, including that a digital communication should not disclose sensitive personal facts, be threatening, intimidating or menacing, indecent or obscene, or be used to harass an individual or make a false allegation. It can be an offence under the Act to post a digital communication with the intention that it cause harm to a victim.

Complaints about harmful digital communications can be made to Netsafe and Netsafe may investigate.

See Responding to Digital Incidents (on page 365).

A defamatory statement can be written or verbal. Statements are defamatory if they:

* make most people (think the "average person") think less of the person involved
* are false and discredit the subject
* are calculated to injure the reputation of the subject by exposing them to hatred, contempt, or ridicule
* tend to make others shun or avoid them.
* A statement is not defamatory if it is true or an honestly held opinion based on the facts.
* In the context of raising a concern or complaint (see "[Concerns and Complaints](#O_12727)" on page 109), it is not defamatory for a person to confront an alleged harasser directly and in private, or to send them a private message outlining the offensive behaviour.
* A complaint is not considered defamation if it is made honestly, and only to those responsible for dealing with it.

Privacy and confidentiality

Anyone involved in a complaint of defamation (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112) must maintain strict confidentiality and only discuss the complaint with those responsible for dealing with it. There may be a case for defamation if a complainant speaks to anyone other than the alleged harasser, or those with a genuine need to know.

Remedies

Commonly where a person feels they have been defamed a requested outcome may include an apology (including sometimes a published written apology) and that the person refrains from making any further defamatory statements.

See also the Harassment Complaints Procedure (on page 343) and Concerns and Complaints Policy (see "[Concerns and Complaints](#O_12727)" on page 109).

Release history: Term 2 2022 (see "[Term 1 2022 Scheduled Review of Harassment – Upcoming Changes](#O_43957)" on page 530), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

## Media

Cambridge High School has procedures in place to ensure successful interactions with the media. The schedule of delegations specifies who communicates with the media on behalf of the school.

The schedule of delegations is part of the governance framework used by the board to ensure that they meet their responsibilities under the Education and Training Act 2020, the Crown Entities Act 2004, and the Financial Reporting Act 1993.

It helps ensure effective governance and management, provides an agreed basis for executive management to exercise their responsibilities, and allows delegated responsibilities to be monitored.

The schedule of delegations sets out:

* responsibilities that can only be exercised by the board
* responsibilities delegated to the chief executive (the principal)
* responsibilities that the principal can delegate to specified staff positions.

The right to exercise these responsibilities is set out in a memorandum of delegations that is signed by the parties involved.

The definition above comes from the Ministry of Education's template schedule of delegations. The template includes sample memorandums of delegations showing delegations retained by the board, board delegations to the principal, and principal delegations to specified positions.

See Kiwi Park School – Schedule of Delegations (Ministry template)

At our school, the designated media contacts are the board chair and/or principal. The board chair and principal may work closely to prepare a response to a media enquiry, and determine together who speaks to the media.

Receiving a media enquiry

Our process for receiving a media enquiry is to record:

* the name, organisation, role, and contact details of the person enquiring
* who the enquiry is for
* what the enquiry is about
* whether they are contacting any other staff, schools, or organisations.

If the issue is serious, potentially controversial, or sensitive, or there are employment, legal, or privacy considerations, the school may choose to respond in writing only. We may also seek advice from the Ministry of Education, NZSTA, or a media advisor. If the media enquiry is about a traumatic incident, we follow our Crisis Management (on page 236) procedure, which contains information about working with the media in these circumstances.

Our designated media contact maintains a record of all communication with media.

Related topics

Crisis Management (on page 236)

Communication During an Emergency, Disaster, or Crisis (on page 214)

Privacy (on page 396)

Official Information Requests (on page 407)

Concerns and Complaints (on page 109)

Community Conduct Expectations (on page 15)

Staff Conduct (on page 138)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Media enquiries – Information for schools

Kiwi Park School – Schedule of Delegations (Ministry template)

Release history: Term 2 2023 (see "[Term 2 2023 Release Notes – Internal Review](#O_48376)" on page 498), Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575), Term 4 2018 (on page 613)

## Performance Management

Performance management at Cambridge High School is operational, fair, and consistent. It is a system based on professional trust, and consists of a cycle of appraisal or professional growth, and may include an annual summary report. The purpose of performance management is to develop staff skills, knowledge, and training to support improved student outcomes and staff professional growth. With effective performance management, staff are supported in their performance and professional development, and the board can have confidence that all staff are meeting the needs of students and the goals of the school.

Performance management ensures that all staff:

* receive clear direction on their expected performance
* set professional goals consistent with the strategic goals/objectives (see "[School Planning and Reporting](#O_1408)" on page 83) set by the board and principal
* receive support to perform successfully
* receive feedback on their performance and recognition for their achievements
* have responsibility for their own learning and professional development (see "[New: Professional Development](#O_34932)" on page 128).

Performance management documentation is confidential and maintains the staff member's privacy (on page 396).

Competency

Competency is a separate process governed by employment law and the relevant provisions in an employment agreement. Any competency concerns are dealt with first within the school. Continued poor performance following a performance management process may result in referral to the Teaching Council.

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Performance management

Ministry of Education | Te Tāhuhu o te Mātauranga: Employment agreements

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 4 2019 (see "[Term 4 2019 Release Notes - Performance Management](#O_30551)" on page 594)

### Principal Professional Growth Cycle

At Cambridge High School, the Professional Growth Cycle (PGC) is used to determine whether the principal is meeting the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga (the Standards). Following the guidelines provided by the Teaching Council, the principal develops their own PGC that promotes professional learning and growth within the setting of our school. The PGC encourages a collective responsibility for learning and quality teaching practice for all students.

The role of the principal is considered a teaching position under the Education and Training Act 2020 (s. 10). This is reinforced by the Teaching Council, who state that all principal positions are teaching positions (regardless of whether this is a teaching role at the school), as the principal is responsible for all learning at the school.

Professional growth cycle process

The principal plans their PGC within the context of our school, and in consultation with school staff, the board, and external colleagues. In particular, the principal and board chair discuss the PGC to ensure there is a shared understanding of the benefits to students and the support that is required. As part of the PGC, the principal seeks feedback from within the school and from external colleagues to support their professional growth.

While the PGC differs for each principal, the cycle is always based on elements provided by the Teaching Council:

* The principal and professional leaders facilitate a collective understanding of the Standards and what meeting and using them in the context of their school looks like.
* The principal plans their PGC and shares this with the board chair to plan any support that is needed.
* The principal engages in professional learning and practice development within a network of colleagues, using the Standards.
* The principal seeks feedback on their practice from a range of sources, including the board chair or their delegate.
* A professional learning network colleague confirms annually that the principal has participated in the PGC, and endorses whether the principal meets or is likely to meet the Standards.
* If, in the endorser’s judgement, the principal does not meet or is not likely to meet the Standards, they discuss this with the principal.

The principal may be endorsed as meeting the Standards (Tūturu | Full Practising Certificate – Category One), or as not currently able to be endorsed as meeting all the Standards, but considered likely to meet them (Pūmau | Full Practising Certificate – Category Two). See Teacher Registration, Certification, and Police Vetting (on page 143) for further information about the different types of practising certificates.

Professional learning network

The PGC facilitates the ongoing professional learning and growth of the principal as part of a supportive professional network of colleagues. All members of the professional learning network must hold a Tūturu | Full Practising Certificate, as members are responsible for endorsement decisions regarding re-certification. The professional learning network may operate locally and meet in person, or remotely and use digital platforms to connect. These networks may exist already (e.g. a Kāhui Ako group), or could be created specifically for the PGC.

The Teaching Council recommends five or six members as an optimal number for a network. This allows members to establish a collective professional purpose, positively challenge each other, engage in feedback, and provide support as required. The principal receives support from the network, and provides reciprocal support to the other members. One person within the network is responsible for endorsing the principal as meeting the Standards. It is not recommended that two people within a network are responsible for endorsing each other.

The Teaching Council provides a recommended kaupapa (set of principles) for a professional learning network, which states that members will:

* observe confidentiality (i.e. all members be respectful of what they hear and careful about what they share)
* support the agreed facilitator

The facilitator for meetings of a professional learning network may be a member of the network, or an external facilitator. If meetings are facilitated by members of the network, the facilitator role may cycle through different members. Facilitation may also be delegated to a person who is not a school leader, but an external facilitator cannot professionally endorse other members.

* share responsibility for enriching the discussion
* come to meetings on time, prepared, informed, and open-minded
* contribute to the group by being responsive, reflective, and supportive
* agree to intentionally address the elements of the PGC
* ensure that the endorsement process is followed.

Role of the endorser

The person who endorses the principal is selected in collaboration with other members of the professional learning network, and in discussion with the board chair. The endorser must hold a Tūturu | Full Practising Certificate, confirms that the principal has participated in the PGC, and provides a statement to them about whether they meet or are likely to meet the Standards.

The endorser is not expected to collect evidence about the performance of the principal. Instead, they are expected to make a decision about practising certificate renewal based on collaboration within the network and evidence-based conversation. The Aratohu Kaiohia | Endorser Guidelines provide a framework for assessing the capabilities of other network members, and outline the steps for endorsing or not endorsing another member.

The principal assures the board that they are completing their professional growth cycle. See Self-Review and Board Assurances (on page 78).

Resources

Teaching Council of Aotearoa New Zealand: Professional Growth Cycle

The Professional Growth Cycle for tumuaki | principals and ECE professional leaders – Preamble and Elements

The Professional Growth Cycle for tumuaki | principals and ECE professional leaders – Discussion of the ‘professional learning network of colleagues’

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518), Term 4 2019 (see "[Term 4 2019 Release Notes - Performance Management](#O_30551)" on page 594)

### Teacher Professional Growth Cycle

The professional growth cycle takes a holistic approach to performance management that looks for how the Standards for the Teaching Profession | Ngā Paerewa mō te Umanga Whakaakoranga (the standards) are reflected in everyday teaching. It is a model based on professional judgement and trust.

The principal, as professional leader of the school, facilitates a common understanding of the standards, and staff at Cambridge High School engage in professional learning aligned with the standards. Our professional growth cycle reinforces professional learning and development to ensure teaching is future-focused and supports student learning.

The principal is responsible for designing and implementing an annual professional growth cycle for teaching staff, which may include:

* professional conversations
* lesson observations
* reflective practice
* professional learning and development.

Teachers have opportunities to discuss and receive feedback on their practice, and documentation may be kept of any elements related to the above.

Attestation

Attestation against the standards is required to support an initial application and renewal for registration of the practising certificate to the Teaching Council of New Zealand. The principal endorses the issue/renewal of a practising certificate based on the teacher's participation in the professional growth cycle.

The principal also completes an annual attestation of teachers against the professional standards for salary purposes. Attestation involves comparing each teacher’s performance against the relevant professional standards to confirm that they have met the standards required. The professional standards are supplied as an appendix to the employment agreement.

If the principal cannot attest that a teacher has met the standards, salary progression can be deferred, and a support or competency process started or continued. Further information is available in the relevant employment agreement. See Employment agreements .

Competency

If the principal has further concerns about a teacher meeting the standards, they will discuss it with the teacher and provide support for improvement. Ongoing concerns are dealt with through the performance management processes outlined in employment agreements, and guidance from the Teaching Council.

Resources

Teaching Council of Aotearoa New Zealand: Professional Practice

Teaching Council of Aotearoa New Zealand: Our Code, Our Standards | Ngā Tikanga Matatika, Ngā Paerewa

PPTA: Professional growth cycle

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 4 2019 (see "[Term 4 2019 Release Notes - Performance Management](#O_30551)" on page 594)

appraisals

### Appraisal of Non-Teaching Staff

The purpose of staff appraisal is to develop staff skills, knowledge, and training to ensure staff are meeting the needs of students and the goals of the school. Non-teaching staff are usually appraised by the person to whom they are directly responsible.

Appraisals are open, honest, confidential, and based on:

* job descriptions
* school priorities
* the staff member's professional development requirements.

Support staff progress through steps within grades on an annual basis provided that they meet or exceed standards of performance as assessed through the appraisal process. Relevant documentation of the appraisal process is kept as required.

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518), Term 4 2019 (see "[Term 4 2019 Release Notes - Performance Management](#O_30551)" on page 594)

## New: Professional Development

Cambridge High School provides equitable opportunities for professional development (PD) to meet identified needs. The board is committed to ensuring all staff participate in ongoing, pertinent professional development related to the school's strategic goals. See School Planning and Reporting (on page 83).

We recognise that professional development:

* ensures staff are informed about the latest developments in education
* builds staff capability and competence
* enhances the quality of teaching, learning, and school support services
* is an integral part of the school’s performance management system
* is a central factor leading to student success.

Criteria for approving professional development

* Professional development should support staff to stay up to date with current local, national, and international education practices.
* Professional development hours are treated as work hours, and considered when determining staff leave entitlements.
* Applications must be endorsed by the principal. If the principal is applying for professional development, the board must endorse the application.
* Each application is based on its own merits. No decision should set a precedent for future staff.
* Centrally-funded PLD (professional learning and development) should meet one of the priority objectives as set by the Ministry, and align with the strategic direction of the school.

Funding

Professional development is approved as budget allows. Plans for professional development should be presented to the board before the budget is set each year, and reflected in annual budgets to support ongoing professional growth. The expense must be reasonable and comparable to other expenses that provide similar value to the school.

Related topics

Employment Agreements (on page 100)

Performance Management (on page 124)

Staff Leave (on page 140)

Resources

Ministry of Education: Professional Learning and Development

Ministry of Education: Scholarships, awards and funding for people working in schools

Release history: Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575)

Professional

## Protected Disclosure

We make employees, contractors, board members, and volunteers aware of our internal protected disclosure procedures and how to use them. We provide reminders annually and have information available at our school office.

A protected disclosure is a disclosure of information made by a discloser (also known as a whistleblower) who complies with all of the below steps:

Discloser, in relation to an organisation, means an individual who is (or was formerly)—

* an employee:
* a homeworker within the meaning given in section 5 of the Employment Relations Act 2000:
* a secondee to the organisation:
* engaged or contracted under a contract for services to do work for the organisation:
* concerned in the management of the organisation (including, for example, a person who is or was a member of the board or governing body of the organisation):
* a member of the Armed Forces (in relation to the New Zealand Defence Force):
* a volunteer working for the organisation without reward or expectation of reward for that work.

Protected Disclosures (Protection of Whistleblowers) Act 2022 (Section 8)

* believes on reasonable grounds that there is, or has been, serious wrongdoing in or by the discloser's organisation
* discloses information about that in accordance with these procedures and the Protected Disclosure (Protection of Whistleblowers) Act 2022 (the Act)
* does not disclose it in bad faith.

Cambridge High School is committed to handling protected disclosures properly as required under the Act. We encourage employees, contractors, board members, and volunteers to make a protected disclosure if they believe on reasonable grounds there is or has been serious wrongdoing. We treat protected disclosures seriously.

Serious wrongdoing includes any act, omission, or course of conduct in (or by) any organisation that is 1 or more of the following:

* an offence:
* a serious risk to—
* public health; or
* public safety; or
* the health and safety of any individual; or
* the environment:
* a serious risk to the maintenance of law, including—
* the prevention, investigation, and detection of offences; or
* the right to a fair trial:
* an unlawful, a corrupt, or an irregular use of public funds or public resources:
* oppressive, unlawfully discriminatory, or grossly negligent, or that is gross mismanagement, and is done (or is an omission) by—
* an employee (if the organisation is a public sector organisation):
* a person performing (or purporting to perform) a function or duty or exercising (or purporting to exercise) a power on behalf of a public sector organisation.

Protected Disclosures (Protection of Whistleblowers) Act 2022 (Section 10)

Confidentiality

All protected disclosures are dealt with fairly and we try to keep confidential any information that might identify a discloser. We may reveal a discloser’s identity if the discloser consents, or we have reasonable grounds to believe releasing identifying information is essential to:

Discloser, in relation to an organisation, means an individual who is (or was formerly)—

* an employee:
* a homeworker within the meaning given in section 5 of the Employment Relations Act 2000:
* a secondee to the organisation:
* engaged or contracted under a contract for services to do work for the organisation:
* concerned in the management of the organisation (including, for example, a person who is or was a member of the board or governing body of the organisation):
* a member of the Armed Forces (in relation to the New Zealand Defence Force):
* a volunteer working for the organisation without reward or expectation of reward for that work.

Protected Disclosures (Protection of Whistleblowers) Act 2022 (Section 8)

* the effective investigation of the disclosure
* the prevention of serious risk to public health, safety, or the environment
* compliance with the principles of natural justice.

If we propose to release identifying information, we consult with the discloser unless this is not practicable in relation to preventing a serious risk to public health, safety, or the environment. We notify the discloser if we release identifying information. We encourage anyone in our school community to seek information and guidance from the Ombudsman in relation to confidentiality and making a protected disclosure.

Protection

Disclosers are protected from retaliatory action. Protections still apply if the discloser is mistaken about the truth of the disclosure.

The Act defines retaliation against an employee as doing or organising to do any of the following:

* dismissing the employee
* refusing or omitting to offer or afford to the employee the same terms of employment, conditions of work, fringe benefits, or opportunities for training, promotion, and transfer as are made available to other employees of the same or substantially similar qualifications, experience, or skills employed in the same or substantially similar circumstances
* subjecting the employee to any detriment or disadvantage (including any detrimental or disadvantageous effect on the employee’s employment, job performance, or job satisfaction) in circumstances in which other employees employed by the employer in work of that description are not or would not be subjected to such detriment or disadvantage
* retiring the employee, or requiring or causing the employee to retire or resign
* organising to do any of the above.

The Act defines victimisation as treating, or threatening to treat another person less favourably than other persons in the same or substantially similar circumstances because:

* that person (or a relative or associate of that person)

intends to make, or has made, a protected disclosure under this Act

has encouraged another person to make a protected disclosure

has given information in support of, or relating to, a protected disclosure.

Protected Disclosure (Protection of Whistleblowers) Act 2022

Anyone who makes a disclosure they know is false or made in bad faith is not protected under the Act.

Related topics

Concerns and Complaints (on page 109)

Staff Conduct (on page 138)

Child Protection (on page 298)

Investigating a Formal Complaint or Serious Allegation (on page 116)

Legislation <http://www.legislation.govt.nz/>

Protected Disclosures (Protection of Whistleblowers Act) 2022

Human Rights Act 1993

Employment Relations Act 2000

Resources

Ombudsman New Zealand | Kaitiaki Mana Tangata: Serious wrongdoing at work (whistleblowing)

Ombudsman New Zealand | Kaitiaki Mana Tangata: Protected disclosures: internal policies and procedures

Ombudsman New Zealand | Kaitiaki Mana Tangata: Making a protected disclosure

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| SchoolDocs appreciates the input of Kathryn Dalziel, barrister specialising in privacy law, and employment law specialists at Anderson Lloyd in the internal review of our Protected Disclosure topics. |

Release history: Term 2 2022 (see "[Term 3 2022 Release Notes - Scheduled Review Protected Disclosure](#O_44622)" on page 525), Term 3 2018 (on page 615)

### Making and Receiving a Protected Disclosure

How to make a protected disclosure

A discloser should direct internal disclosures to the principal, or to the board. The discloser may instead disclose to an appropriate outside authority if they believe that the principal and/or board is, or may be involved, or may have a conflict of interest regarding the alleged wrongdoer. The discloser can make a protected disclosure to the Ombudsman at any time. Disclosures can be made anonymously.

Appropriate authorities include:

* the head of any public sector organisation (e.g. Ministry of Education, Education Review Office)
* any officer of Parliament (e.g. Ombudsman, Commissioner for the Environment, or Controller and Auditor–General)
* any other appropriate persons or bodies (e.g. the Teaching Council of Aotearoa New Zealand, the Police, the Human Rights Commission, Oranga Tamariki).

See the people and groups listed in Schedule 2 of the Act.

Note that under the Act an appropriate outside authority does not include disclosure to kaumātua within our school. However, if a prospective discloser wishes to speak with any person, including kaumātua, about a disclosure, they should make it clear that the information is confidential and for the purposes of seeking advice on whether or how to make a protected disclosure under the Act.

The Ombudsman is available to provide information and guidance to anyone who is considering making, or has made a protected disclosure.

We have an internal process for making a disclosure:

1. Put the disclosure in writing (unless there is a genuine reason that this is not possible), stating the nature of the wrongdoing, the names of the people involved, and any other relevant documents or evidence.
2. State that you wish your disclosure to be protected.
3. Send your disclosure by email or as a hard copy to the principal or the board if the disclosure involves the principal.

Available supports for disclosers may include:

* employee assistance programme
* peer support
* senior staff not involved with the investigation.

It is important when accessing peer support, support of senior staff, or anyone else not involved with the investigation, that the discloser tells the relevant person that the discussion is confidential and for the purposes of support for a protected disclosure.

How to receive and manage a protected disclosure

Receivers of a protected disclosure can contact the Ombudsman for advice and support. The receiver should refer the discloser to the Ombudsman.

Receiving a protected disclosure

Within 20 working days of receiving a protected disclosure, we:

* acknowledge to the discloser the date the disclosure was received (and, if the disclosure was made orally, summarise the receiver’s understanding of the disclosure)
* check with the discloser whether the disclosure has been made elsewhere (and any outcome)
* maintain confidentiality by omitting the discloser’s name and position, and:
* communicate honestly and realistically about any difficulties about maintaining confidentiality as soon as practical
* get the views of the discloser and give them notice that they may be identified if it is essential to continue the investigation; prevent serious risk to public health, safety, or the environment; or to comply with natural justice. Consultation may not be practicable if there is a serious risk to public health, safety, or the environment
* consider seeking legal advice before any identifying information is revealed
* seek additional protections for the discloser to reduce any consequences of being identified.

Managing a protected disclosure

Within the same timeframe, we also:

* consider the disclosure and whether it warrants investigation
* assess the risks before investigating, monitor potential risks as actions are decided upon, and implement support services as required
* inform the board about the disclosure unless the board or a member is involved or may have a conflict of interest
* deal with the matter by doing one or more of the following:
* investigating the disclosure
* addressing any serious wrongdoing by acting or recommending action
* referring the disclosure to an appropriate outside authority (after consulting the discloser and the intended recipient of a referral)
* deciding that no action is required
* inform the discloser (with reasons) about what the receiver has done or is doing to deal with the matter.

Timeframe

If it is impracticable to complete these actions within 20 working days, having taken all reasonable steps to do so, we:

* inform the discloser how long we expect to take to deal with the matter
* appropriately update the discloser about progress
* continue to comply with the procedure, updating the discloser about steps we are taking to deal with the disclosure.

Related topics

Staff Wellbeing (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)

Resources

Ombudsman New Zealand | Kaitiaki Mana Tangata: Making a protected disclosure

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| SchoolDocs appreciates the input of Kathryn Dalziel, barrister specialising in privacy law, and employment law specialists at Anderson Lloyd in the internal review of our Protected Disclosure topics. |

Keywords: whistleblower

Release history: Term 2 2022 (see "[Term 3 2022 Release Notes - Scheduled Review Protected Disclosure](#O_44622)" on page 525)

### After Making a Protected Disclosure

Support for the discloser

The receiver has a duty of care to the employee, contractor, board member, or volunteer who has made the disclosure. Cambridge High School ensures that an agreed designated person maintains close contact with the discloser throughout the process to ensure that any support necessary is put in place, and to keep them generally informed of progress in the investigation.

If the discloser feels the disclosure was not managed correctly, they can make the same disclosure to an appropriate outside authority.

Appropriate authorities include:

* the head of any public sector organisation (e.g. Ministry of Education, Education Review Office)
* any officer of Parliament (e.g. Ombudsman, Commissioner for the Environment, or Controller and Auditor–General)
* any other appropriate persons or bodies (e.g. the Teaching Council of Aotearoa New Zealand, the Police, the Human Rights Commission, Oranga Tamariki).

See the people and groups listed in Schedule 2 of the Act.

Note that under the Act an appropriate outside authority does not include disclosure to kaumātua within our school. However, if a prospective discloser wishes to speak with any person, including kaumātua, about a disclosure, they should make it clear that the information is confidential and for the purposes of seeking advice on whether or how to make a protected disclosure under the Act.

Possible reasons for feeling a disclosure was not managed correctly include:

* it was not investigated
* it was investigated but no progress was made in a reasonable amount of time
* no decision was made about it within 20 working days
* no action was taken or recommended, despite the discloser believing the information disclosed is true or likely to be true.

Possible outcomes of a disclosure

Unless there is a conflict of interest, the principal presents any recommended actions to the board for approval. We also inform the discloser (with reasons) about what we have done or are doing to deal with the matter while ensuring we do not prejudice any other processes in progress, or affect any other person's right to confidentiality.

Addressing the serious wrongdoing internally

We may investigate the disclosure and address any serious wrongdoing. This may include carrying out an employee misconduct investigation, changing our processes, terminating a relationship with a contractor or volunteer, or another appropriate outcome as determined by the principal and/or board.

Referring the disclosure externally

After consulting with the discloser, we may decide to refer a protected disclosure to an appropriate outside authority such as the Ministry of Education, Education Review Office, Police, or the Human Rights Commission.

Appropriate authorities include:

* the head of any public sector organisation (e.g. Ministry of Education, Education Review Office)
* any officer of Parliament (e.g. Ombudsman, Commissioner for the Environment, or Controller and Auditor–General)
* any other appropriate persons or bodies (e.g. the Teaching Council of Aotearoa New Zealand, the Police, the Human Rights Commission, Oranga Tamariki).

See the people and groups listed in Schedule 2 of the Act.

Note that under the Act an appropriate outside authority does not include disclosure to kaumātua within our school. However, if a prospective discloser wishes to speak with any person, including kaumātua, about a disclosure, they should make it clear that the information is confidential and for the purposes of seeking advice on whether or how to make a protected disclosure under the Act.

Deciding that no action is required

In some situations, after receiving a disclosure, we may decide that no action is required. This could be because:

* the disclosure does not meet legal requirements
* too much time has passed between the incident and the disclosure
* we believe that the matter is better addressed by other means.

If we decide not to take any action, we will inform the discloser of that decision and give our reasons.

Resources

Ombudsman New Zealand | Kaitiaki Mana Tangata: Get help (for the public)

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| SchoolDocs appreciates the input of Kathryn Dalziel, barrister specialising in privacy law, and employment law specialists at Anderson Lloyd in the internal review of our Protected Disclosure topics. |

Release history: Term 2 2022 (see "[Term 3 2022 Release Notes - Scheduled Review Protected Disclosure](#O_44622)" on page 525), Term 3 2018 (on page 615)

## Provisionally Certificated Teachers (PCTs)

Provisionally certificated teachers (PCTs) are teachers who have qualified to teach by successfully completing an approved initial teacher education programme in New Zealand, or been granted recognition of an overseas teaching qualification. They then complete at least two years of teaching and undertake a structured programme of induction and mentoring which enables them to demonstrate that they meet the Standards of the Teaching Profession .

The school must apply directly to the Ministry of Education in each of the two years of PCT entitlement for the appropriate staffing increase to be added to the school's staffing. For the application form, see Teacher specific staffing allowances . (Note: The Ministry continues to refer to the PCT allowance as the Beginning Teacher Time Allowance.)

The Teaching Council of Aotearoa New Zealand | Matatu Aotearoa has developed the Guidelines for Induction and Mentoring and Mentor Teachers (the Guidelines). These support the provision of nationally consistent, high quality, and comprehensive support for provisionally certificated teachers (PCTs) in their first few years of practice and to enable them to become fully certificated teachers. This programme of professional support can also be used for the collegial support of all teachers, including those certificated Subject to Confirmation (STC) and others new to the profession in New Zealand.

Teachers involved in an induction programme need to be employed in a teaching position that meets the requirements set by the Teaching Council. See Staff Induction (see "[New: Staff Induction](#O_34923)" on page 95).

Mentor teachers

A mentor teacher may be variously described as a tutor teacher, supervising teacher, support teacher, or coordinator of the induction programme for PCTs. A mentor teacher is fully certificated and needs to have specific, specialised skills to support PCTs to become fully certificated.

The Guidelines support mentor teachers to:

* create and implement, along with the professional leader, a high-quality programme of induction and mentoring within their setting
* be clear about what their role entails
* know what professional learning and development is needed for their role
* develop educative approaches to their day-to-day mentoring practice
* clarify their role and responsibilities.

The school applies to Novopay/Education Payroll on behalf of the mentor teacher for the appropriate allowance. See Novopay/Education Payroll for the application form .

Professional leaders

In the education sector, the professional leader is the principal of the school. This person has the responsibility for the teaching and learning in the school and for ensuring that high-quality induction and mentoring programmes are in place.

The PCT, mentor teacher, and professional leader meet the Teaching Council requirements for formal documentation of the induction programme and documentation of evidence of the teacher’s progress towards achievement of full certification. The principal files a copy as evidence for full certification.

Overseas teachers wishing to be employed as teachers in New Zealand must have the legal right to live and work in New Zealand, and be registered and certificated. See Teaching Council Information for Overseas Teachers .

The principal assures the board that provisionally certificated teachers have received an appropriate induction programme. See Self-Review and Board Assurances (on page 78).

Related topic

Staff Induction (see "[New: Staff Induction](#O_34923)" on page 95)

Resources

Standards of the Teaching Profession

Teaching Council of New Zealand

Teaching Council of New Zealand: Getting Certificated

Novopay/Education Payroll

Release history: Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575), Term 1 2019 (on page 609)

## Staff Conduct

Our Employer Responsibility Policy (on page 85) sets out the steps we take to meet our obligations and commitments as a good employer.

We expect all employees to maintain proper standards of integrity, conduct, concern for the wellbeing of students, and public interest. All teachers are expected to fully understand the expectations of Our Code, Our Standards, which applies under the Education and Training Act 2020 to all certificated teachers.

Staff conduct is monitored through:

* our performance management (on page 124) policy
* Our Code, Our Standards
* professional standards in the relevant employment agreements (on page 100)
* attestation (comparing each teacher’s performance against the relevant professional standards to confirm that they have met the standards required)
* appraisal (see "[Appraisal of Non-Teaching Staff](#O_5922)" on page 128) and vetting (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147) of non-teaching staff.

Breaches of standards

All concerns about staff conduct are documented by the school, and managed through the concerns and complaints (on page 109) procedure.

Concerns about staff conduct, in and out of school, are filed and kept for the board "in-committee".

Concerns about serious misconduct are investigated through the formal complaint (see "[Investigating a Formal Complaint or Serious Allegation](#O_13425)" on page 116) procedure, and advice is sought from appropriate individuals and agencies such as NZSTA, insurance companies, legal professionals, teacher unions, and regional Ministry of Education staff. The Teaching Council provides more detail on reporting conduct concerns .

The school follows the mandatory reporting guidelines of the Teaching Council .

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

Teaching Council: Our Code, Our Standards and The Code of Professional Responsibility: Examples in Practice

Ministry of Education: Employment Agreements

Teaching Council: Professional Practice and Mandatory Report form

NZSTA

Release history: Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575), Term 4 2019 (see "[Term 4 2019 Release Notes - Performance Management](#O_30551)" on page 594), Term 3 2017 (on page 625)

## Staff Exit Interviews/Surveys

The purpose of the exit interview or survey is to determine how well the school has supported staff in their professional role. A properly conducted exit interview/survey can give an employer key information about the factors that contribute to a productive, happy, and satisfying work environment that supports student achievement.

Cambridge High School may carry out an exit interview or provide a survey to all permanent, fixed-term, or long-term relieving staff who are leaving the school, and with any short-term staff as it sees fit. Although these interviews and surveys are not mandatory, departing staff members are encouraged to participate in the process.

Our guidelines encourage honest and effective responses:

* the board chair carries out all interviews
* the interview or survey consists of set questions
* responses are kept confidential and only reported to the board in a way that does not identify individuals, such as a summary report at the end of the year. If the information could identify individuals, it is not presented
* records are only kept until reported to the board (if applicable), and are then destroyed.

Exit interview/survey procedure

1. The principal notifies the board of a staff member's resignation and provides contact details to the board chair.
2. The board chair contacts the staff member, requests their optional involvement, and explains the procedure and goals of the process. They also explain the process of reporting to the board, e.g. a summary report of generalised, non-identifying information, and the confidentiality involved.
3. If the staff member agrees to participate, the board chair arranges a date and time for an interview or an agreed time frame for the survey to be completed. They also provide the interview or survey questions.
4. If an interview takes place, the board chair reiterates at the beginning:

* the purpose of the interview
* the process of reporting to the board
* that responses remain confidential.

Staff Exit Interview/Survey Questions

## Staff Leave

The staff leave policy provides guidelines for applying for leave, and for approving leave applications, that:

* are fair to everyone
* ensure the school remains adequately and appropriately staffed throughout the year
* enable the school to meet its charter obligations.

Staff may request leave, with or without pay, as they are entitled to according to the guidelines in their relevant employment agreements (on page 100). Any leave, with or without pay, can come at an increased cost to the school.

Staff apply for leave by submitting the completed leave application form (on page 476) to the principal.

Staff should submit leave applications well in advance of the leave date. The school will consider the application as quickly as possible.

Notification of the outcome of a leave request is given to the applicant in writing, as soon as practicable after the decision is made. The school keeps all processed leave applications on file to ensure that consistency and precedent are managed over time.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Type of leave |  | Administered by |
|  | Discretionary leave, with or without pay, for 5 days or less |  | Principal |
|  | Other leave, e.g. bereavement/tangihanga, sick, parental, domestic violence, etc. |  | Principal, according to the terms of the employment agreement and any relevant legislation |
|  | Jury service and witness leave |  | Principal, according to the terms of the employment agreement |
|  | Discretionary leave, with or without pay, for more than 5 days and less than 6 weeks – a short-term reliever is employed for less than 6 weeks |  | Board |
|  | Long-term leave (more than 6 weeks), e.g. study leave, sabbatical leave, refreshment leave |  | Board |
|  |  |  |  |

The Cambridge High School board will not consider any requests to cash-up annual holidays under the provisions of the Holidays Act 2003 and its 2011 amendments.

State servants who wish to stand for election as members of Parliament are placed on unpaid leave of absence for the purposes of their candidature. For more information, see Ministry of Education Circular 2017/02 .

The board administers leave requested by the principal according to the relevant employment agreement.

Legislation <http://www.legislation.govt.nz/>

Employment Relations Act 2000

Holidays Act 2003

Parental Leave and Employment Protection Act 1987

Electoral Act 1993

Domestic Violence–Victims' Protection Act 2018

Resources

Employment New Zealand: Leave and Holidays

Release history: Term 2 2020 (see "[Term 2 2020 Release Notes – Scheduled Review](#O_34352)" on page 580), Term 1 2019 (on page 609), Term 2 2017 (on page 627)

### Criteria for Discretionary Leave

Discretionary leave is leave that is not mandated by an employment agreement. The school considers requests for discretionary leave using the criteria for discretionary leave below.

Notification of the outcome of a leave request is given to the applicant in writing, as soon as possible after the decision is made.

Staff wishing to apply for discretionary leave must complete the leave application form (on page 476).

Criteria for discretionary leave

Approval of discretionary leave is based on consideration of the following criteria. Staff should also consider these criteria when submitting their requests.

General criteria

Basic considerations should include:

* the discretionary leave section of the relevant employment agreement
* the length of the applicant's teaching service and their length of service at the school
* the length of time since leave was last granted to the applicant
* the purpose of the leave, and its impact on the staff member's wellbeing
* consistency and precedent.

Unless there are exceptional circumstances, leave for periods of one year or more will only be considered for teachers who have taught for at least three years at the school.

Effects on the school community

Consider how the staff member's absence may affect:

* their colleagues and existing teaching programmes
* the school's strategic plan and annual goals
* the welfare of students.

Timing

Timing considerations include:

* the time of year, taking into account the school programme
* the likely availability of relief staff
* school funding.

A year's leave should coincide with the school year if at all possible.

Leave of less than a year should coincide with the school terms, beginning and/or ending with a holiday period if at all possible.

Release history: Term 2 2020 (see "[Term 2 2020 Release Notes – Scheduled Review](#O_34352)" on page 580), Term 2 2017 (on page 627)

## Student Teachers (Teacher Trainees/Teacher Interns/Pre-Service Teachers)

Students training to become teachers may spend time working in our classrooms and school.

They are supported by a selected associate, or tutor teacher, and the ITE (Initial Teacher Education) faculty lecturers.

Associate or selected teachers are responsible for:

* discussing and outlining classroom expectations and routines
* issuing information about the school, including providing access to the SchoolDocs policies and procedures website
* supporting student teachers to integrate theory and practice
* modelling classroom practice
* providing opportunities for student teachers to teach
* giving feedback and assessing school-based components of the programme following the ITE faculty guidelines
* mentoring student teachers as they develop their personal and professional goals.

Associate or selected teachers are also responsible for raising any concerns with the student teacher and discussing these with the principal, if necessary, as early as possible in the placement. If the concerns cannot be resolved through support and guidance within the placement, they are communicated to the ITE provider.

If a student teacher has concerns about their associate, they should raise these concerns with the principal and/or their lecturer or ITE provider.

At the end of the placement, the associate or selected teachers ensure that the student teacher has paid all dues, and returned all resources; and may consider seeking feedback from the student teacher about their time at school. The feedback can be used to inform the school's self review.

Release history: Term 1 2019 (on page 609)

## Teacher Registration, Certification, and Police Vetting

To work in New Zealand, teachers must be registered and hold a current practising certificate. Teachers only need to register once, and registration does not expire. Practising certificates must be renewed every 3 years.

Contact the Teaching Council of Aotearoa New Zealand for the necessary documentation and guidelines.

Registration

To enter the profession, teachers must apply for Kaiako Whai Rēhitanga | Teacher Registration. The Teaching Council of Aotearoa New Zealand is responsible for the registration process, which involves checking that a teacher is qualified, competent, and able to teach. Registration includes a police vet through the New Zealand Police or, if applicable, an overseas police service. See Vetting Requirements (on page 145).

Certification

Registered teachers must hold a current practising certificate to work as a teacher. Practising certificates are not specific to different teaching sectors. Teachers are responsible for renewing their practising certificate before expiry. The cost of this is not met by the school.

In light of changes to certification, previous versions of practising certificates continue to be valid until their expiry. At the time of renewal, teachers will move to one of the updated certification types.

There are four current types of practising certificate:

* Tiwhikete Whakaakoranga Tōmua | Provisional Practising Certificate

For all new and beginning teachers from New Zealand and overseas. Applications are usually made at the same time as registration.

* Tiwhikete Whakaakoranga Tūturu | Full Practising Certificate (Category One)

For experienced teachers who are endorsed as meeting the Standards for the Teaching Profession | Ngā Paerewa. Teachers must complete a programme of induction and mentoring to gain certification.

* Tiwhikete Whakaakoranga Pūmau | Full Practising Certificate (Category Two)

For experienced teachers who are not currently able to be endorsed as meeting all the Standards but are considered likely to meet them.

* Returning to Teaching in Aotearoa New Zealand Practising Certificate

For teachers who were fully certificated, but their practising certificate has expired and they are unable to meet satisfactory teaching requirements. This is issued in limited circumstances for teachers re-entering the profession. Teachers are required to complete a refresh process to be issued with this practising certificate, and are expected to apply for Tūturu | Full or Pūmau | Full once additional requirements have been met.

In certain circumstances, teachers and principals can continue teaching for up to 20 half-days without a practising certificate. This may be due to the expiry of certification. A request must be made to the Teaching Council if teachers need to be employed without a practising certificate for more than 20 half-days.

Police vetting

Police vetting is required under the Education and Training Act 2020 and ensures that students are not exposed to an unacceptable risk by people they come into contact with at school. There are different vetting requirements for teachers and non-teachers.

The Teaching Council vets teachers as part of registration and granting a practising certificate or Tūranga Whakaako Whai-herenga | Limited Authority to Teach (LAT), but the school must apply for police vetting of non-teachers (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147). Appointment packs for support staff must include details about vetting requirements and the candidate's agreement to be vetted. The school maintains strict confidentiality throughout the process, sharing the vetting information with the person concerned only.

An LAT allows a person who cannot be registered and certificated to be employed in a teaching position in a specific situation for a specified time period. LATs are not a form of registration or practising certificate.

The principal assures the board that all teachers are certificated and police vetted. See Self-Review and Board Assurances (on page 78).

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education Standards Act 2001

Resources

Teaching Council of Aotearoa New Zealand: Getting Certificated

Teaching Council of Aotearoa New Zealand: Our Code Our Standards

Release history: Term 1 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_42202)" on page 536), Term 1 2019 (on page 609)

## Vetting Requirements

Teachers

|  |  |  |  |
| --- | --- | --- | --- |
| Who? | Who by? | How often? | Who pays? |
| Teachers and Limited Authority to Teach (LAT) employees | Teaching Council | Every three years when they seek renewal of their practising certificate. | The cost is contained in the application processing fee and is paid by the teacher. |

Non-teachers

See Police Vetting for Non-Teachers (on page 147).

Employers are not required to vet staff who do not work during normal school hours or service opening hours.

|  |  |  |
| --- | --- | --- |
| Who? |  | How often? |
| Support staff |  | Before they are appointed and then every 3 years |
| Contractors  Contractors (and their employees) if they have, or are likely to have,  unsupervised access to students at school during normal school hours or opening hours. | Unsupervised access to students, in relation to a school, means access to any student on the school's premises during normal school hours that is not access by, or in the direct sight of and under the direct supervision of, any one or more of the following:   * a registered teacher or holder of a limited authority to teach * a person employed by a vetting-exempted agency * a person on whom a satisfactory Police vet has been conducted within the last three years * a parent of the student.   See the Education and Training Act 2020, 18 (5). | For a permanent position, before they start, and then every 3 years  For a temporary position, within 2 weeks of their start date |
| Carers  All homestay carers, and sometimes also designated caregivers, supervisors, and temporary accommodation employees. |  | Before allowing a student to stay in the accommodation, and whenever a new person over the age of 17 joins the household |
| Volunteers  Includes parent helpers. |  | At the school's discretion.  At our school, we police vet parent volunteers for camps and overnight activities. |

Release history: Term 3 2018 (on page 615)

### Police Vetting for Non-Teachers

Cambridge High School is required to police vet certain school employees (see "[Vetting Requirements](#O_5703)" on page 145). This is one part of a robust safety checking (on page 105) process for engaging or recruiting children's workers.

The Children's Act 2014 defines a children's worker as a person who works in, or provides, a regulated service that may involve regular or overnight access to a child/children (excluding those who are co-workers), and takes place without a parent/guardian present.

* Core workers are workers who are in sole charge, or have primary responsibility or authority over a child/children in their care.
* Non-core workers have regular but limited contact, and are never alone with children.

Children's Act 2014, s. 23 (1)

The school's board or school management is responsible for applying for police vets, and verifying the identity of the applicant. The school cannot use a vet supplied by an applicant or a previous employer.

Police vets are handled confidentially, including applying for and receiving the vet, and storing the results. Only those requiring the information can access it, and it is destroyed when no longer needed. This includes any printed requests, consent forms, and results, which are kept securely for no longer than 12 months before being destroyed.

This procedure applies to all non-teachers, including support staff and contractors with unsupervised access to students.

Unsupervised access to students, in relation to a school, means access to any student on the school's premises during normal school hours that is not access by, or in the direct sight of and under the direct supervision of, any one or more of the following:

* a registered teacher or holder of a limited authority to teach
* a person employed by a vetting-exempted agency
* a person on whom a satisfactory Police vet has been conducted within the last three years
* a parent of the student.

See the Education and Training Act 2020, 18 (5).

It also applies to all residential caregivers, and may be appropriate for supervisors, and temporary accommodation employees.

Volunteers

Volunteers (e.g. parents and members of the school community) are safety checked as appropriate. Volunteers are not required to be vetted, although the school board or management may choose to do so. At our school, we police vet parent volunteers for camps and overnight activities.

See Vetting Requirements (on page 145).

Vetting process

"Applicant" refers to a person seeking employment or offering to volunteer at the school. The vetting process requires schools to be registered with the New Zealand Police before a vetting request can be submitted.

Agencies (schools) need to be registered with the New Zealand Police as an Approved Agency before a vetting request can be submitted – see Register for New Zealand Police Vetting .

Once registered, vetting requests can be submitted, after obtaining the applicant's consent, via the vetting website – see Login to Vetting Services .

1. Tell the applicant they will be vetted and offer to explain the process.
2. Give the applicant the correct vetting form (Section 2 of the Request and Consent Form). See New Zealand Police Forms and Guides .
3. Applicant returns the completed vetting form to the school, where it is handled confidentially.
4. Submit the vetting request online – see NZ Police Vetting Service
5. Receive and review the result of the vet.
6. Allow the applicant the opportunity to view and correct the information supplied by the police.

* The applicant should take up any discrepancies directly with the police.
* Do not take any adverse action until the person has validated the information in the vet.

Applicant passes vet

If the applicant passes the vet, complete the safety checking process, and continue with the appointment procedure or note this on their volunteer record.

Applicant has a police record

If the applicant has a police record, review it, complete a risk assessment, and decide how to proceed. Depending on the nature of the record, you may choose to offer them the opportunity to explain the result, and if satisfied, may continue with the appointment procedure or allow them to volunteer at the school.

Consider:

* the nature of the offence and relevance to employment
* the length of time since the crime was committed
* the person's age and maturity now, compared with when the crime was committed; the seriousness of the crime (e.g. length of sentence, use of a weapon, the circumstances at the time of violent behaviour)
* the pattern of crime (e.g. a short spate may indicate a "phase", but a regular pattern may indicate continuing inappropriate behaviour)
* the proximity of the person undergoing vetting to the vulnerable person(s) – that is, are they likely to have unsupervised access to these vulnerable people?

Ultimately, the school must be satisfied the applicant does not pose a risk to student safety, and we will seek further information as needed. This may include expert advice, referee checks, and following up with the applicant.

The principal assures the board that all non-teaching staff have current police vets on file. See Self-Review and Board Assurances (on page 78).

Related topics

Safety Checking (on page 105)

Legislation <http://www.legislation.govt.nz/>

Children's Act 2014

Education and Training Act 2020

Privacy Act 2020

Resources

New Zealand Police: NZ Police Vetting Service

Release history: Term 3 2018 (on page 615)

# Finance and Property Management Policy

The board at Cambridge High School is the guardian of public money and is publicly accountable for the way it is controlled and spent. The board complies with legislation on financial and property matters, and prepares financial statements that meet the requirements of the board, staff, community, auditors, and Ministry of Education guidelines. Financial decision-making reflects the school's priorities as stated in the charter/strategic plan, ensuring that all spending is clearly linked to the business of the school. See School Planning and Reporting (on page 83).

The board delegates the responsibility for effective management of the school finances, in accordance with school policy and guidelines, to the principal, who may further delegate financial administration responsibilities and duties or pay for external accounting services. The board must not delegate the general power of delegation, nor any power to borrow money, including the power to enter into a financial lease. Delegations are reviewed annually.

The board:

* understands key financial information about Cambridge High School
* manages income and expenditure (see "[Managing Income and Expenditure](#O_11389)" on page 151), and ensures that annual accounts are prepared and audited as required by law
* manages and protects the school's resources (see "[Asset Management and Protection](#O_11397)" on page 165), including property (in accordance with the 10YPP), to ensure that the school's buildings and facilities provide a safe, healthy learning environment for the whole school community
* budgets and monitors all school income, including targeted funding
* ensures financial reporting (see "[Board Representative](#O_7409)" on page 153) is effectively managed through the appointed authority
* has appointed an accounting service provider
* uses the Ministry of Education's Risk Management Scheme for contents and liability insurance, and premiums are deducted before receiving the operational grant.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Public Finance Act 1989

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2018 (on page 618), Term 1 2017 (<https://demo.schooldocs.co.nz/17260.htm>)

## Managing Income and Expenditure

Financial summaries and reporting

The Public Finance Act 1989 and the Education and Training Act 2020 require schools to meet reporting and auditing requirements.

* Financial summaries for the reporting period must be tabled at each board meeting for ratification.
* Financial reports must be given to every board member seven days before any planned board meeting.
* The audited annual financial report is adopted by the board. The principal and board chair sign the Statement of Financial Responsibility. A copy of the most recent report is available to members of the school community and published online.
* The annual report, including the analysis of variance and audited financial statements, is uploaded to the Ministry of Education portal by 31 May.
* All financial records are available to board members.

Audit

The school-appointed auditor meets or corresponds each year with the finance officer, the principal, and the board representative to assess and monitor the school’s financial performance and position, systems of internal controls, and related matters.

Every three years the board and Office of the Auditor General confirm and update the audit agreement.

Segregation of duties

Segregation of duties enhances effective internal control, reduces the risk of mistakes, and helps prevent bribery, corruption, fraud, and theft. (see "[Prevention of Bribery, Corruption, Fraud, and Theft](#O_2005)" on page 173)

As a guide, the following functions should be segregated for most transactions:

* initiation (completing a purchase order)
* approval (authorising a purchase order and payment of an invoice)
* accounting/reconciling (recording the transaction in the ledger, and month-end reconciliation process)
* receiving money
* depositing money.

If segregation of duties is not possible, the principal undertakes more detailed checking of each step of the school’s processes, or a board member can be appointed as a further level of control for day-to-day expenditure.

For internal control assessment tools, see Internal Control Resources .

Banking

Cash handling

* Only delegated staff handle cash.
* All cash received is paid to the school office and properly receipted, either to the individual, or as a bulk receipt initialled by the depositor.
* Cash received may not be used to pay other accounts, in cash.
* All cash is banked as soon as possible, and any kept on the premises is stored securely.
* Petty cash is limited to $200 and reconciled monthly.
* Reimbursement claims from the petty cash fund must be for actual expense, accompanied by a receipt, approved petty cash voucher, and any unspent cash within two working days of the advance.

EFTPOS transactions

EFTPOS is available in the school office for payments relating to school business.

* Cash withdrawals or issuing of cash change is not available.
* Credit card transactions are not available.
* EFTPOS receipts and transaction reports are kept with the financial documents.

Online banking

Other than cash receipts, other monies collected from families come through online banking.

* Only authorised staff can access online banking facilities.
* Authorisation of invoices for payment is made by the principal or other delegated staff member.
* Online banking transactions are signed off by at least two of the school's authorised signatories.
* Online banking transactions are subject to normal documentation requirements prior to being processed and all our records are stored securely.
* Passwords are kept safe.
* The school carries out regular monitoring and reconciliation of online banking transactions.

Term deposits

The principal liaises with the board representative to manage term deposits.

Borrowing

Cambridge High School always gets joint approval from the Ministers of Education and Finance before it borrows money (including finance leases) where the total annual debt servicing is more than 10% of the school's operational grant for the year.

Resources

Ministry of Education: Internal Control Resources

Release history: Term 1 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_42202)" on page 536), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 4 2018 (on page 613), [Term 2 2018 (on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_15270) 618), Term 3 2016

(see "[Term 3, 2016](#O_15268)" on page 633)

### Board Representative

To ensure that finances are effectively managed and reported, the board appoints a financial representative who works with the principal and administrative staff.

Financial reporting to the board includes:

* presenting a set of management accounts with budget comparatives at each board meeting
* a financial report with commentary, including variations and exceptions (which may be included in the principal's report) at each board meeting
* presenting the draft annual budget (on page 154) at or before the December board meeting for adoption at the first board meeting of the next year.

Monthly reporting

See the Financial Information for Schools Handbook for a detailed breakdown of what to include in monthly reporting.

The finance officer briefs the board on the month’s income and expenditure. This may include:

* income and expenditure statement
* balance sheet / statement of financial position
* bank statements and bank reconciliation
* a record of all payments approved either in retrospect or before payment
* a progress report on any capital expenditure planned or under way (such as property or digital technology purchases)
* a financial forecast to the end of the year
* banked staffing usage year-to-date, and planned usage for the remainder of the year.

The representative also considers:

* variances to budget
* cash flow
* exceptions
* asset purchases
* lease agreements before signing
* building contracts
* policies.

Capital building projects, especially those funded or partly funded by the Ministry of Education, are carefully managed and progress is reported to the board, including details of all school contributions.

Related topics

Managing Income and Expenditure (on page 151)

Property Maintenance (on page 167)

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2018 (on page 618)

### Budget

Drafting the budget

The board representative consults with staff who have budgeting responsibilities to draft a budget for each year. Staff budgeting responsibilities include monitoring expenditure and income and providing information for forward planning. The budget is used to monitor and report on income and expenditure on a monthly basis, and may not be changed without a board resolution.

The school complies with all asset and property obligations, and budgets and implements a maintenance programme.

When drafting the budget we consider:

* the school's strategic priorities (see "[School Planning and Reporting](#O_1408)" on page 83)
* the school's curriculum (see "[Curriculum and Student Achievement Policy](#O_19531)" on page 20) and professional development (see "[New: Professional Development](#O_34932)" on page 128) planning
* historical expenditure and income
* known figures and expected outcomes for the year ahead to ensure the budget forecast is realistic.

Adopting the budget

The draft budget is presented at or before the December board meeting for adoption at the first board meeting of the next year. The adoption is recorded in the meeting minutes and the approved budget is used for the annual report. A copy of the approved budget and meeting minute is also provided to the auditor.

A mid-year budget review is carried out in July.

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2018 (on page 618)

### Conflict of Interest

This policy is about managing actual, potential, and perceived financial conflicts of interest and is most relevant for board members and any employees with delegated financial decision-making authority. See Staff Conduct (on page 138) for more information about maintaining professional standards more generally.

The board is expected to use public funds and assets responsibly and meet public sector expectations for managing conflicts of interest. Auditors check for conflicts of interest as part of auditing annual accounts.

Identifying and disclosing a conflict of interest or related-party transaction

A board member or employee with a conflict of interest is obliged to identify it and disclose it in a timely and effective manner. It is better to err on the side of openness when deciding whether something should be disclosed.

All board members and employees need to understand what a conflict of interest is and what a related-party transaction is.

According to the Financial Information Handbook for Schools (p. 93), a related-party transaction is:

A transfer of resources, services or obligations between related parties, regardless of whether a price is charged.

The most relevant related parties for schools are the key management personnel of the school and their close families.

A conflict of interest arises where a member has an interest or duty that conflicts (or might conflict or might be perceived to conflict) with the interests or duties of the board itself. The interest or duty may be regarded as an influence on the member. The influence may affect their ability to make unbiased decisions and carry out their duties as a board member.

Examples of potential conflicts of interests include:

* The spouse of a board member is an employee of the school.
* The spouse of a board member is contracted by the school.
* A board member owns a company that is contracted by the school.

Ministry of Education | Te Tāhuhu o te Mātauranga: Financial Information for Schools Handbook (page 28-35)

Assessing and managing a conflict of interest

Whether the conflict of interest is perceived or actual, the management of the conflict of interest needs to be transparent and fair. The key question to ask is: "Could the interest potentially create an incentive for the member to act in a way which may not be in the best interests of the school/kura?" (Financial Information for Schools Handbook, p. 19). If the answer is yes, Cambridge High School will act to avoid or mitigate the effects of any conflict of interest. The school considers how the situation may reasonably appear to an outside observer and will err on the side of caution to minimise the risk of the school having to defend itself against an allegation of impropriety.

Managing a conflict of interest includes:

* complying with any legal requirements, regulations, or published sources of guidance
* excluding the person from parts of board meetings or any other discussions related to the conflict
* raising a potential conflict of interest before or during a formal meeting as soon as possible (before the matter is discussed)
* documenting any conflict of interest in the interests register and meeting minutes, as appropriate.

In difficult situations, it may be necessary to seek professional advice from the New Zealand School Trustees Association (NZSTA) or any other employment adviser approved by the board's liability insurer, or consult published sources of guidance on how to handle any matters of concern.

Interests register

The board maintains an interests register that details any personal, professional, or business interests that could result in a financial conflict of interest. The register helps the board ensure that stakeholders can have confidence that there is no influence in the awarding of any contract or employment decisions.

* The register includes all board members and school employees who have delegations regarding financial expenditure.
* The register is reviewed at the start of the school year and is updated when a new member joins, after board elections, and whenever a listed person's circumstances change. The register is a standing board meeting agenda item.

If a board member has a financial interest in any contract with the board, including sub-contracts, worth more than $25,000 a year, the board must seek prior approval from the Secretary for Education for that contract. An "interest" means owning 10% or more of the company/business, or being a managing director or manager of the company/business with whom the contract is signed. This is a legislative requirement. Unless the prior approval of the Secretary of Education has been received, a board member may be disqualified from being a board member if they have an interest in contracts worth more than $25,000.

Related topics

Prevention of Bribery, Corruption, Fraud, and Theft (on page 173)

Staff Conduct (on page 138)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education (School boards) Regulations 2020

Resources

Ministry of Education: Financial Information for Schools Handbook

Controller and Auditor General: Managing conflicts of interest: A guide for the public sector

NZSTA

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2018 (on page 618)

### New: Income

School boards receive operational funding from the government to run the school and to achieve the objectives specified in our charter/strategic plan (see "[School Planning and Reporting](#O_1408)" on page 83).

To fully fund planned activities, the school needs more money than is provided by the government. Sources of additional funds may include school donations, student activity payments, fundraising, approaches to trusts and charities, and sponsorship.

Resources

Ministry of Education: Operational funding

#### School Donations and Student Activity Payments

The board sets the level of the school donation and advertises it to parents. The amount is set by the business manager and the principal for the next year at the end of the school year. It is currently set at $165 per student, plus $110 for a second student from the same family, and $60 for a third student. The maximum per family is $340. Payment of the donation is voluntary and parents can claim an income tax credit from Inland Revenue.

A request for the amount is sent to each family at the beginning of the year.

Student activity payments

Activity payments are required to cover the costs of optional equipment, experiences, and services that are extra to our curriculum obligations. Payment may also be required for curriculum-based activities that involve a “take home” component for the student to keep.

Parents are informed in advance of any additional optional payments that are extra to the our curriculum obligations. Parents receive notification of costs at the time of the activity.

The principal assures the board annually that the school complies with all donation requirements, and has made it clear in a written statement to parents/caregivers whether it has or has not opted into the donations scheme. See Self-Review and Board Assurances (on page 78).

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Fees, charges and donations

What families/whānau need to know about school/kura donations

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 4 2019 (see "[Term 4 2019 Internal Review](#O_30571)" on page 595), Term 2 2018 (on page 618)

#### Fundraising

As well as increasing the school's revenue, fundraising provides many benefits including:

* providing valuable experience and training to students
* involving students in community service
* encouraging students to value equipment they helped provide
* involving parents in school life
* giving the community a sense of involvement with the school.

Each year groups from various areas (sports, culture, and the arts) raise funds for the school, which are spent on projects agreed in advance by the board and the school staff.

The following guidelines apply to fundraising at Cambridge High School:

* Fundraising by any individual or group either within the school or external must be pre-approved by the principal, and money raised should be spent for the approved purpose.
* Requests must be submitted through the business manager and approved by the principal.
* Fundraising activities are recorded, and monitored through the school's usual financial checking system.
* Fundraising activities involving food meet food safety (on page 327) requirements.
* It is illegal to offer alcohol as a prize for certain gambling activities, such as raffles.

Release history: Term 3 2021 (see "[Term 3 2021 Release Notes – Internal Review](#O_40491)" on page 550), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), [Term 4 2019 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_28326)[Term 4 2019 Internal Review](#O_30571)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_28326) 595), Term 2 2019, (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600) Term 3 2018 (on page 615)

#### Sponsorship

Cambridge High School welcomes sponsorship by public and business sources that supports school activities.

Schools may seek or accept sponsorship from public and business sources. In a school setting, however, the normal commercial expectations of returns from such sponsorship may be inappropriate. We use the guidelines below when considering and/or entering into a sponsorship arrangement.

Sponsorship guidelines

* The board considers community sensitivities and approves any sponsorship arrangement. Some public entities or businesses may be considered inappropriate sponsors, even if they seek anonymity.
* Sponsorship does not conflict with or compromise any existing school policy.
* Sponsors are publicly recognised by the school, unless they expressly ask for anonymity. The nature of such recognition is discussed with the sponsor and board before accepting any sponsorship. Examples of appropriate recognition include the sponsor's name or logo on sports gear, a small tag on sponsored equipment (e.g. computers), naming of a prizegiving award, and an item in the school newsletter or at an assembly.
* The school does not provide the names or contact details of students, school families, or staff, to companies in exchange for sponsorship.
* The board recognises the need to maintain an appropriate public image, and will not authorise the use of the school's name, logo, or identity for any sponsorship associated with the sale of alcohol or any activity contrary to the school's values and/or standards.
* Sponsorship is used for the given purpose(s), and these purposes are consistent with the school's priorities.
* Any school funds that are made available to supplement sponsorship funding is allocated according to the school's established budgetary procedures.
* The school does not accept responsibility for ensuring that sponsorship agreements entitle the sponsor to tax deductibility. It is entirely the sponsor’s responsibility to satisfy themselves on this matter.

Forms of sponsorship

The type of sponsorship welcomed by the school includes:

* sports equipment and clothing
* educational resources and equipment
* money for special awards, prizes, or scholarships
* funding sports or cultural trips or activities.

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 4 2016 (<https://demo.schooldocs.co.nz/16498.htm>)

### New: Expenditure

To ensure all spending is clearly linked to the business of the school, we follow these guidelines:

* Any unbudgeted or over budget expense over $10,000 (excl GST) is approved by either the board chair or board representative.
* The school runs an order book system, which is controlled and monitored by the business manager.
* Competitive quotes are obtained for capital items or operating expenses, for lease or purchase, over $10000 (excl GST).
* Authorisation of invoices for payment is made by the principal or other delegated staff member.
* All expenditure transactions are prepared by delegated staff and signed off by at least two of the school's authorised signatories.
* Benefits including loyalty scheme rewards/points (Flybuys, Airpoints, AA rewards, etc.) accrue to the school, and may not be redeemed for personal use.
* Requests for reimbursement must be in writing (using the school's claim form), detailing costs, business conducted, mileage claims, and enclosing receipts/invoices.
* The principal authorises reimbursements. If the reimbursement is to the principal, the board chair or board finance officer authorises the reimbursement.

Payroll

The principal is responsible to the board for the payroll processing and expenditure reports. The board is responsible for ensuring appropriate internal controls are implemented, and any concerns should trigger a review.

SUE report sign-off is an important control mechanism providing governance scrutiny of payroll that is independent of staff members being paid and authorising the payroll.

* The payroll administrator checks the SUE (Staff Usage and Expenditure) report and transaction reports before presenting them to the principal for checking and signing.
* Leave and banked staffing reports are checked by the principal monthly. Payroll matters should be reported to the board monthly and include updates on staff movements, banked staffing usage against entitlements, and any variances to staffing budget and the reason for those variances.
* The principal should approve all changes to terms and conditions for staff, and the board chair should approve all changes to terms and conditions for the principal. Any changes should be recorded in writing.
* At least twice a year the board representative checks that approved processes are followed, and key data such as banking staff entitlement is reported correctly.

Twice a year, the board is assured that a board member has checked the processes and authorisations used to make payments to staff members, particularly the payments made to the principal, anyone related to the principal, and others in the school with payroll responsibilities. See Self-Review and Board Assurances (on page 78).

Resources

Novopay/EdPay: School Annual and Sick Leave Report

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

#### Sensitive Expenditure

The board ensures that all expenditure of board funds is clearly linked to the business of the school, and that no individual, or group of individuals (staff or students), gains unreasonable and/or personal benefit from those funds. All money received or under the control of the board are automatically public funds (including fundraising, locally raised funds, and any international student income).

At times there are expenses which may be considered beneficial only to individuals or small groups of individuals, such as travel expenses (especially international travel), gifts/koha (see "[Gifts](#O_30930)" on page 164) and other payments to individuals. Any such expenditure is carefully scrutinised by the board before approval, and may require appropriate and specific fundraising. The board also refers to its travel policy (see "[Travel Expenditure](#O_5499)" on page 162) in considering this expenditure.

We ensure those contributing funds (e.g. parents, charities, or other funding sources) for specific expenditure that may benefit individuals or groups of individuals have a full understanding of the purpose of those funds. The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Authorising sensitive expenditure

The board requires the principal to consider the following before authorising expenditure that may be beneficial to individuals or groups, seen as being spent inappropriately, or as not in the best interests of the school.

* Would the expenditure benefit student outcomes?
* Is it the best value for money?
* Is it in the budget?
* Could the board justify this expenditure to a taxpayer, parent, or other interested party?
* How would the public react if this expenditure was reported by the media?
* Does there appear to be any personal gain from this expenditure?
* Does this expenditure occur frequently?

All expenditure that is incurred on behalf of individuals or groups of individuals is fully accounted for. The board is provided with a separate income statement for management reporting purposes, showing all funds raised and expenditure incurred.

Related topics

Travel Expenditure (on page 162)

Entertainment Expenditure (on page 164)

Gifts (on page 164)

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2018 (on page 618)

Keywords: sensitive spending

#### Concurrence

Concurrence is approval granted by the Secretary for Education to a board for an additional payment or benefit to a principal outside those covered in the principal's collective agreement or individual employment agreement.

Any board member, except the principal or a staff or student representative, can make the application for concurrence but:

* any discussion and agreement about concurrence must be recorded in the board minutes
* any concurrence must be approved by the Ministry
* any additional payment or benefit cannot be worth more than 20% of the principal's U-grade base salary.

See Circular 2020/10 - Principal Concurrence (Ministry of Education).

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

#### Travel Expenditure

The board ensures that travel expenditure incurred by the school is clearly linked to the business of the school.

Guidelines

The board has delegated to the principal responsibility for the implementation of the following guidelines.

* Justification for travel is documented and must relate to school business.
* The school obtains an acceptable benefit from the travel when considered against the cost.
* Travel costs are budgeted for in the annual budget. The principal seeks board consent where travel costs exceed the budgeted amount.
* Staff required to travel on business do not suffer any negative financial effect.
* Travel is authorised on a one-up basis (for example, the principal should authorise any travel by the deputy principal, and the board should authorise any travel by the principal).
* All domestic air travel is to be economy class.
* All booking arrangements for travel are conducted through the school’s normal purchase procedures.

International travel

* Any international travel by students or staff is authorised by the board before travel commences, and the board considers the Ministry of Education guidelines around funding overseas travel.
* Funding can be through parent contributions, fundraising, or Crown funding.
* For all international travel the board completes the Decision guide for funding student overseas travel (Financial Information for Schools Handbook ).
* The board has discretion to make decisions on the expenditure of Crown funding. Crown funding can be used for overseas travel supporting the curriculum if the board can demonstrate the overseas travel supports student achievement, and have considered the proposed spending against competing priorities.
* A proposal is put to the board detailing the purpose of the trip, expected benefit to the school, and an estimate of trip costs including appropriate travel insurance. This process and the board’s decision are recorded in a meeting minute.
* We keep a completed and signed decision guide for each proposed trip for audit purposes, a copy of the board minutes of each decision, and a copy of any communication with parents including fundraising ownership details if the trip is cancelled.
* At the end of the trip overseas, the traveller prepares a trip report, which details the costs incurred during the trip, activities that took place and benefits to the school.
* 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

* Staff book adequate/comfortable accommodation within the approved budget.
* Staff who stay privately are reimbursed for gifts (on page 164) given to the host on production of receipts. The staff member should receive authorisation for the value of the intended gift before travel.

Vehicles

* When using rental cars, staff choose practical and cost effective vehicles within the approved budget.
* Use of private vehicles is approved on a one-up basis and reimbursement is at the rate specified by the relevant employment agreement.
* If taxis or ride-hailing services are used, then staff should pay for this out of their own pocket, obtain a receipt if necessary, and seek reimbursement through petty cash or as part of an expense claim.

Reimbursement of expenses

* 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".
* For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day-to-day costs.
* All personal expenditure is met and paid separately by the travelling staff member (e.g. mini bar purchases, in-house movies, laundry, and private phone call charges).
* All receipts must be retained and attached to the travel claim. The claim is authorised on a one-up basis.
* For expenditure incurred in New Zealand of value greater than $50 (excluding GST), there should also be a GST invoice to ensure GST can be reclaimed by the school.
* 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

* Staff must travel by the most direct route unless scheduling dictates otherwise.
* Benefits including loyalty scheme rewards/points (Flybuys, Airpoints, AA rewards, etc.) accrue to the school, and may not be redeemed for personal use.
* The school does 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.

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 1 2019 (on page 609), Term 2 2018 (on page 618),

#### Entertainment Expenditure

The board ensures that school spending on entertainment is monitored and clearly linked to the business of the school. Any spending must be shown to be reasonable and appropriate, and funded from the appropriate budget.

The board has delegated responsibility for managing this spending to the principal, assisted by administration staff.

Funds may be spent on activities such as social functions, meetings, conferences, or seminars.

In selecting venues and catering, the school takes into account the nature of the event, total cost, and quality required. Alcohol should only be purchased for approved events.

Related topics

Alcohol at School and School Events (on page 348)

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

#### Gifts

The board of trustees ensures that expenditure on gifts incurred by the school is clearly linked to the business of the school. The board has delegated responsibility for the implementation and monitoring of this process to the principal.

* Gifts given on behalf of the school should be modest in value and, if possible, related to the school (e.g. key rings, pens, umbrellas, memorabilia, with the school crest).
* Gifts over $100 in value should be approved by the business manager, or comply with the policies of the social committee.
* Documentation of expenditure should be provided, including:
* the purpose/occasion of the gift
* the receipt
* a detailed invoice
* if in New Zealand, a GST invoice.

Receiving gifts

Gifts should not be accepted if there is concern that acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation.

* If gifts received are small and of little value (under $100), then the recipient may keep the gift.
* If the gift is larger and more valuable, then the recipients must advise the business manager of the gift. The gift will be given to the school to use unless the board agrees to an exception to this policy.
* 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 (or to the board, if the principal receives the gift).
* A formal register of gifts must be kept if the gift is obviously in excess of $100 in value or is attractive in nature. Gifts regarded as attractive in nature include jewellery, watches, and electronic items.

If the board of trustees has any doubt about the appropriateness of a gift they should seek independent advice (e.g. from a lawyer, NZ School Trustees Association or their regional financial advisor in the Ministry of Education).

#### Bank Cards

Our school issues credit/debit cards to staff authorised by the board. We keep a signed record of who has been issued a card. The board approves card limits.

Using a card

We have procedures in place to prevent fraud or misuse.

* The card must only be used for school related purchases, and for actual and reasonable costs associated with school business.
* It must never be used for personal purchases.
* It must not be used by anyone else.
* Payments outside budget or cardholder delegation must be authorised on a one-up basis (e.g. the board chair approves payments on the principal's credit card, and the principal approves payments on staff credit cards).
* The statement must be certified by the cardholder and signed off by the board. All expenditure transactions on the card must be supported by a GST receipt or invoice.
* All purchases should be accounted for as soon as possible after receiving a statement and no later than ten days after receipt.
* Cash advances are not allowed.
* Benefits including loyalty scheme rewards/points (Flybuys, Airpoints, AA rewards, etc.) accrue to the school, and may not be redeemed for personal use.
* The card limit cannot be exceeded.

Cardholder responsibilities

The cardholder must:

* protect the card's pin number
* immediately report its loss to the principal and the card company
* return it whenever the board requests it, or upon ceasing employment at the school.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | I accept the terms and conditions of this policy. | | | | | |  |
|  | Name: |  | Signature: |  | Date: |  |  |
|  |  | | | | |  | |

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2018 (on page 618)

## Asset Management and Protection

The board is responsible for protecting the assets of the school and applying sound asset management, which includes:

An asset is defined as a single item of enduring value (over the value of $1000), that is tangible and has a useful life of more than one year. Fixed assets are physical goods with useful lives in excess of 12 months, which provide a benefit during each year of their lives and are generally replaced, for example, computers, office equipment, library and curriculum resources, grounds keeping equipment.

* using a purchase process that achieves the most cost effective outcomes
* developing and maintaining a 5-year asset management plan
* approving an annual budget for fixed-asset purchases.

The board delegates responsibility to the principal, and may delegate other administrative tasks, such as managing finance leases and maintaining assets within the approved budget.

Asset register

All assets with a cost of $1000 or more (or a group of collective assets with a combined value of $1000 or more) are recorded in the asset register.

A separate record of assets under $1000 that are deemed valuable or at risk of theft should be maintained.

The asset register is maintained by the business manager. It is updated monthly as new assets are purchased or when annual financial statements are prepared.

The asset register includes asset details such as:

* date of purchase
* price
* estimated useful life
* residual value
* annual depreciation expense
* depreciation rate.

The information contained in the asset register, including the estimated useful life and depreciation rate for each class of fixed assets, generates each year's depreciation figure. This annual depreciation figure guides the board on the amount of the cash required for asset replacement. Capital purchases made with donated money are recorded in the asset register, and are included in the calculation for annual depreciation.

A library resources reconciliation is carried out as part of the financial year-end procedures, and library resources are accounted for in our financial statements. The asset register is reviewed at least yearly to write off obsolete assets or to re-value assets when their value to the school has changed significantly.

A full stocktake of the asset register should be undertaken every three years.

Disposal of assets

The principal has the authority (delegated) to dispose of assets if, according to the register:

* an asset has reached the end of its useful life,
* the original purchase price was under $10,000.

Reasons for disposal, disposal process, and any net disposal proceeds must be reported to the board. The board must approve the disposal of any assets over $10,000.

Related topics

Staff Resources (on page 181)

Property Maintenance (on page 167)

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2018 (on page 618)

### Property Maintenance

Cambridge High School expects its staff, students, and school community (see "[Community Conduct Expectations](#O_24792)" on page 15) to respect school property and treat it with due care. Our school buildings and grounds are managed and developed to meet the school's charter/strategic plan and we aim to keep the school and grounds in a clean and tidy condition.

The school complies with the conditions of the Property Occupancy Document (POD) .

Property reports and checks

The property committee reports to the board each year on the state of all school buildings, grounds, and the swimming pool.

After any disaster (e.g. earthquake, extreme weather), the school arranges to have the buildings checked. If there is any structural damage, the principal arranges for a qualified person to inspect them before reoccupation.

In the last week of each term, staff check their individual classroom (or area) chattels and report all missing items, and items needing repair, to the principal.

Compliance schedule

Our compliance schedule is kept with the inspection records. Schedules from previous years are kept for at least 2 years.

Each year, the board sends a statement to the Territorial Authority that confirms we have carried out the required inspections.

The Building Warrant of Fitness (BWOF) is displayed in the entrance foyer. It confirms items listed in the compliance schedule and where they are found in the school.

Each year the principal reviews the performance and job descriptions of the caretaker and cleaners to ensure clean, tidy, safe and hygienic buildings and grounds.

Cyclical maintenance

We plan and budget for cyclical maintenance based on the best information available and review the 10 Year Property Plan (10YPP) annually.

Capital works programmes

Cambridge High School develops capital works programmes to ensure they are planned, budgeted for, and carried out. Maintenance is prioritised and any major works are approved by the Ministry of Education.

We consider teacher, parent, and student views when setting priorities for works programmes, and teachers can request minor capital works for consideration in the following year's budget.

Damage to school property

Students are encouraged to view school property as their own while at school, but at the same time to treat it with care and respect. If anything is broken or damaged, it must be reported to the principal as soon as possible. The board is responsible for repairing accidental and deliberate damage that occurs during school hours, and can report acts of vandalism to the police.

All vandalism or damage is reported to the principal who takes the appropriate action.

If school property has been broken or damaged as a result of school rules being broken, the cost of repair may fall to the student(s) responsible.

Under certain conditions, schools can apply to the Ministry for additional funding.

Related topics

Plant and Machinery Safety (on page 380)

Resources

Ministry of Education: 10 Year Property Plan

Ministry of Education: Property maintenance

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

### Personal Property and Insurance

Staff

When a staff member brings their property to school, including their vehicle, they should take their own insurance to cover this. The school is not able to obtain cover for items that it doesn't own, and can’t make a claim for a staff member's property under the school’s insurance. The school will not routinely replace or repair personal property damaged or stolen at school.

Any staff member regularly using their personal property for teaching and learning in a school or school related setting should review their insurance policy, and if concerned about their cover, inform the insurer of that use.

If an insurance claim for damage or loss to personal property is made by a staff member under their own insurance, any insurance excess is payable by the staff member. This includes any damage caused by a student.

The staff member’s insurer has the right to recover its costs from the person who caused the damage, or from their insurance company if they are insured. This may include the excess that has been paid by the staff member. Staff should check whether their insurance company will refund their excess if/when the person that caused the damage pays them for the costs.

Board involvement in staff claims

In the event that the staff member’s insurer does not get the costs back and refund the excess, a staff member may wish to seek a contribution from the school for the excess payable on any claim for loss or damage caused by a student. They should request that in writing from the board, and their request should consider the points below.

In determining any contribution, the board will consider:

* whether the item was required at school for the staff member to complete their role
* the circumstances that led to the damage or loss, including any contributory negligence
* the staff member’s duty of care in protecting their property while at work.

The board will also ensure that no informally arranged reimbursement has been made.

Students

Students are responsible for personal property that they bring to school. We recommend students do not bring unnecessary valuables to school. If an insurance claim for damage or loss to personal property is made, any insurance excess is payable by the student’s parents.

In the event that the damage was caused by another student, the insurer of the property that was damaged has the right to recover its costs from the person who caused the damage, or their insurance company if they are insured. This may include the excess that has been paid by the student’s parents. Parents should check whether their insurance company will refund their excess if/when the person that caused the damage pays them for the costs.

In the event that the student’s insurer does not get the costs back and refund the excess the students’ parents may not approach other parents or the student directly but should request the assistance of the school to mediate.

See Guidelines for Raising Concerns (see "[Raising Concerns](#O_12729)" on page 111).

Vehicles used for school business

Any staff member or parent who uses their personal vehicle to transport students should consider the terms and conditions of their vehicle insurance. Most insurers state that using a car for business purposes might leave the car uninsured.

If people are earning money by transporting students or the duties of their paid job require them to transport students, they should inform their insurer and ask that it is recorded on their policy.

The school cannot claim damages on its insurance for property it doesn't own.

Related topics

EOTC Transport (on page 68)

Concerns and Complaints (on page 109)

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 3 2018 (on page 615)

### School Security

The school's security system safeguards the school against vandalism, burglary, and trespassing. The system must be reviewed annually.

Staff are security conscious at all times, and:

* establish a challenge culture that stops and questions strangers on school grounds
* report any suspicious activity
* lock away personal valuables and valuable equipment, such as electronics
* are responsible for locking rooms and areas as required
* report any loss of keys immediately.

The school also has a security surveillance system installed to deter vandalism and damage, and improve student and staff safety. The school follows guidelines to ensure that all aspects of the surveillance system i.e., recording, access, storage, and monitoring comply with the Privacy Act.

Alarm system

Our alarm is monitored. Contact the alarm/security company in the event of any accidental activation of the alarm, and quote the confirmation code.

The last staff member to leave for the day sets the alarm.

When returning out of school hours, staff must disarm the alarm and notify the security company. Failure to notify the security company leads to a call-out of security personnel. Staff must reset the alarm before leaving.

Related topic

Visitors (on page 198)

Resources

Ministry of Education: Security management

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

### Camera Surveillance Guidelines

Camera surveillance in schools operates to discourage undesirable behaviour and help identify and resolve security issues. People on school grounds are made aware of the use of CCTV, and privacy regulations are followed. The system may operate 24 hours a day, seven days a week, according to the school's assessment of when it is needed.

The school's privacy officer is responsible for overseeing the CCTV system. Our privacy officer is the principal.

Cambridge High School complies with the Privacy Act in using and managing the system. Conditions of the Privacy Act that govern how we handle personal information include:

* Information may only be collected for a necessary and lawful purpose.
* Individuals must be aware of the information collection and the reason for it.
* Information collected for one purpose cannot be used for another.
* Information is stored and disposed of securely.

The following guidelines apply to camera surveillance at our school:

Privacy

* We have signage in strategic places to inform people of the system, and our reason for it.
* Cameras are not installed in sensitive places such as bathrooms.
* Staff are advised that while they go about their normal business at the school, their recorded images, and those of their students, will not be reviewed except to identify culprits.
* The system is installed so that individuals committing a crime on school grounds can be identified and prosecuted. It is only used to identify persons illegally on the premises or engaged in criminal activity, or disturbing school programmes or individuals.

Access to recordings and system-related information

* Access is limited to the privacy officer and appointed system managers. A log book is used which details access to the system, the purpose of the access, and the operator.
* No recorded data is taken from the system unless approved in writing by the privacy officer.
* Police may request access when investigating criminal activity in the area. The police are given access to the system as required but must comply with this policy. If the school has concerns about releasing this information, we will contact our legal advisors. The school must comply if the police have a search warrant.
* Requests for access from parents or other interested parties will be denied unless good cause is given and the board formally approves this access.
* Any system misuse is reported to the principal, or the board if the principal is involved.
* Staff have the right to see footage of themselves as it is personal information held about them. However, they can only see it if it is readily retrievable, so must supply a time, date, and location. The privacy of other people who may be in the footage must be considered in this case.

Storage

* All data, hard drives, etc., are destroyed or stored in compliance with the approved standard on data protection. Data is stored according to the standard so that it is not compromised and can be successfully used in court as evidence.

Monitoring system use

* The monitoring firm provides regular reports on the effectiveness of the system, and the system's operation is checked regularly by the privacy officer and monitoring firm.
* The system, its operation, and related policies and procedures are audited and evaluated regularly as part of the annual health and safety audit.

See the Office of the Privacy Commissioner (especially Privacy and CCTV ).

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 1 2021 (see "[Term 1 2021 Release Notes - Scheduled Review Privacy](#O_38111)" on page 561), Term 4 2020 (see "[Term 4 2020 – Internal Review](#O_36510)" on page 572)

### Computer Security and Cybersecurity

Computer security and cybersecurity are essential to create a safe digital environment and protect information. The principal and board are responsible for the school's computer security and cybersecurity and review this at least annually.

We have appropriate protections in place for the school network and devices, such as:

* insurance for accidental damage, theft, and loss (as appropriate)
* firewall and antivirus software which guards against malware (viruses) and spyware
* regular updates for operating systems and programs on school devices, and patches to fix interim issues
* limits to who can alter school-installed software programs (only an authorised staff member)
* a safe and secure internet service provider, with content filtering (safe searches).

Access security

* All school devices and user accounts are password-protected.

Consider the following when creating a password.

* It should be unique (used for one account only).
* It should be long and strong (made up of multiple words).
* It should not be based on personal information.

See CERT NZ (Computer Emergency Response Team)

* We recommend that personal devices used to access the school network or school information are also password-protected.
* Remote access to the school network should only be made over trusted wifi networks (using home networks as opposed to public networks). Accessing the school network from home or using a privacy screen in public reduces the risk of access by an unauthorised audience.

Data protection

* We back up school information, software, and configuration settings, as appropriate.
* The school carefully considers what personal information is available publicly.
* Confidential waste is disposed of appropriately.
* Staff and students are encouraged to keep alert for viruses, malware, and phishing scams by:

Phishing is a type of cybercrime. Criminals pretend to be a legitimate or trusted entity in order to get people to voluntarily reveal their logins and financial or other personal details.

Spear phishing is a subset of phishing where the criminal first collects information about their target to make their request for these details more convincing.

* checking the sender details of emails
* acting with caution if emails contain links/attachments or request anything unusual or with urgency.

If Cambridge High School experiences a cyberattack, we contact CERT NZ (New Zealand's Computer Emergency Response Team) for advice and support, as appropriate.

Internet/Network infrastructure

As required by the Ministry of Education , Cambridge High School is responsible for keeping the school's ICT network maintained to the current Ministry Standard, and uses Ministry-approved contractors for any maintenance or repair work.

Our school property plan contains a budget for maintaining the digital network, including plans for any required cabling repairs, and replacement of network switches and/or wireless equipment.

The principal assures the board that computer security and cybersecurity systems are reviewed and up to date. See Self-Review and Board Assurances (on page 78).

Related topics

Digital Technology and Online Safety (on page 362)

Responding to Digital Incidents (on page 365)

Bullying (on page 274)

Privacy (on page 396)

Prevention of Bribery, Corruption, Fraud and Theft (see "[Prevention of Bribery, Corruption, Fraud, and Theft](#O_2005)" on page 173)

Staff Social Media (on page 337)

Community Social Media Guidelines (on page 16)

Resources

CERT NZ (New Zealand's Computer Emergency Response Team): Keeping your school network safe and other Guides (CERT NZ supports people and organisations to avoid and manage cybersecurity threats)

Ministry of Education: Protect your school from cyber-attacks and cyber security breaches

Ministry of Education: Your school's ICT network

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581)

### Prevention of Bribery, Corruption, Fraud, and Theft

The policy enables us to meet the board's responsibility to:

* protect the school's resources
* prevent and detect bribery, corruption, fraud, and theft by anyone involved with the school, such as, staff, board members, contractors, and students.

The following definitions are from the Ministry of Justice anti-corruption legislation:

* Bribery is the giving or receiving, whether directly or indirectly, of something of value to influence a transaction.
* Corruption is the lack of integrity or honesty (especially susceptibility to bribery) or the use of a position of trust for dishonest gain.
* Fraud is the deliberate practice of deception in order to receive unfair, unjustified, or unlawful gain.

Theft, as covered by the Crimes Act, is the act of stealing another person's property or services without their permission and with the intention of permanently depriving them of it.

Cambridge High School has zero tolerance for bribery, corruption, fraud, and theft . All incidents are investigated regardless of the nature of the offending. Our financial processes for preventing and detecting bribery, corruption, fraud, and theft include:

* following all reporting and auditing requirements, including procedures for segregation of duties
* providing guidance to board members and staff about conflicts of interest (see "[Conflict of Interest](#O_6894)" on page 155)
* monitoring and managing income (see "[New: Income](#O_39130)" on page 157) and expenditure (see "[New: Expenditure](#O_39080)" on page 160)
* guidelines for sensitive expenditure, travel and entertainment expenditure, gifts, and gifts for staff
* guidelines for using bank cards
* assessing offers of sponsorship (on page 159).

School and community responsibility

The board has overall responsibility to prevent and detect fraudulent behaviour, but every member of the school community contributes. We promote a culture of transparency, responsibility, and compliance. We expect all staff and board members to act with integrity and to follow the school's policies and procedures.

We safeguard our school community from bribery, corruption, fraud, and theft by:

* completing background and reference checks (see "[Referee and Background Checks](#O_11786)" on page 94) for new employees
* performing due diligence on suppliers including credit checks, conflicts of interest, and regularly monitoring changes to supplier details
* keeping the school's physical resources secure and accounted for
* maintaining digital networks and computer security and cybersecurity (on page 172)
* identifying, eliminating, and minimising hazards through risk management (on page 191)
* protecting personal information about individuals through our privacy policy (see "[Privacy](#O_13429)" on page 396)
* monitoring staff conduct (on page 138) and sharing community conduct expectations (on page 15).

Reporting

All members of the school community with information about bribery, corruption, fraud, or theft (whether suspected or confirmed), or who witness a criminal incident, have a responsibility to report this information. Concerns should be raised as soon as possible after an incident occurs.

We have a confidential protected disclosure (on page 129) process for reporting suspected or detected corruption. The school investigates allegations through our fair and transparent formal complaints (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112) procedure and reports any suspected or detected corruption immediately to the school auditor.

The school reports corruption to the relevant authorities. If staff or board members are concerned about reporting it within the school, they can also contact outside organisations such as the Controller and Auditor General or Serious Fraud Office .

All matters related to an investigation are strictly confidential and all written information kept secure. Any breach of confidentiality may result in action against the person or people involved.

Legislation <http://www.legislation.govt.nz/>

Crimes Act 1961

Related topics

Income (see "[New: Income](#O_39130)" on page 157)

Expenditure (see "[New: Expenditure](#O_39080)" on page 160)

School Security (on page 170)

Privacy (on page 396)

Resources

Serious Fraud Office

Controller and Auditor-General: Discouraging fraud

New Zealand Police: Burglary Free: Strategies for the school

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554), Term 3 2020 (see "[Term 1 2020 Release Notes](#O_34476)" on page 577)

#### Investigation of Bribery, Corruption, Fraud, and Theft

Cambridge High School takes any allegations of bribery, corruption, fraud, or theft seriously.

If an allegation is made against the principal, the board chair is responsible for following the investigation process. If an allegation is made against a board member, the principal must inform the manager of the local Ministry of Education office before initiating the process.

All matters related to an investigation are strictly confidential. Any written information must be kept secure. A breach of confidentiality may result in action against the person or people involved. The board also affirms that any allegation of bribery, corruption, fraud, or theft is subject to due process, equity, and fairness.

The board chair is responsible for making any statement, written or verbal, on behalf of the school, and only after consulting with the principal and, if appropriate, seeking expert advice.

Process for initially managing an allegation of bribery, corruption, fraud, or theft

Based on the nature of the allegation, the principal will first consider whether it is appropriate to immediately contact the New Zealand Police and/or seek legal advice.

As soon as possible after an allegation is made, preferably within 24 hours, the principal should:

* record details of the allegation, including who is involved and the nature, quality, and/or value of the alleged breach
* obtain a written statement from the person making the allegation that details the nature, time, location, circumstances, and quantity/value of the alleged breach
* decide next steps, including consulting with the person making the allegation, and if appropriate, consulting confidentially with the senior management
* inform the board chair about the allegation and any information gathered.

After consulting with the board chair and considering any advice received, the principal decides whether or not the incident warrants further action.

If the principal decides there is no case, the matter is documented and no further action is taken.

Further action required

If the principal determines that a “prima facie” case of bribery, corruption, fraud, or theft exists, the following steps should be taken:

1. Investigate the allegation further and seek legal advice.
2. If the allegation involves a staff member, invoke any disciplinary procedures outlined in the relevant employment agreement.
3. Lay a complaint with the New Zealand Police.
4. Seek advice about whether it is necessary to commission an independent expert investigation. The principal may also request that the board appoints a committee to oversee the investigation.
5. Inform the relevant authorities, including the Ministry of Education and the school’s auditor.

After consulting with the board chair, and unless advised otherwise, the principal should then:

1. Inform, in writing, the person allegedly involved that an allegation has been made.
2. Request a meeting with the person, ensuring they understand they are allowed to bring a representative with them.
3. Meet with the person (and their representative) to explain the allegation.
4. Obtain a written or verbal response to the allegation. A written response is preferred. If a verbal response is given, it must be recorded in the minutes, and everyone present at the meeting must attest to the accuracy of those minutes.
5. Advise the person in writing of any further processes that will occur.

Release history: Term 4 2021 (see "[Term 3 2021 Release Notes – Internal Review](#O_40491)" on page 550)

#### Theft by Students

All cases of theft, or suspected theft, should be reported to a teacher or school management as soon as possible.

A student involved in theft, or suspected theft, is managed according to our searches, surrender, and retention of property (on page 277) and behaviour management (on page 272) procedures, as appropriate.

When dealing with theft by a student, the school notifies parents and, if necessary, may notify the police. The schools asks for support from parents if a student in a theft investigation is uncooperative. The principal may also seek support from the police in this situation.

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

### Third-Party Use of School Property

School property (buildings and/or grounds) may be available for use by third parties. For this policy, "third party" means any individual or group that wants to use the school for non-school activities, and who does not already have authority for use.

Groups that may not be included in the definition of third party for this policy are those that do not need a third-party agreement because they have authority to use the school for non-school activities. Depending on the school and the circumstances, this may include:

* Civil Defence – see the Civil Defence Emergency Act 2002, s 90
* Electoral Commission – see the Electoral Act 1993, s 156
* Proprietors of state-integrated schools – subject to the Education and Training Act, s 161-163, Schedule 6, and the school integration agreement.

Third-party agreements

The use of school property for third-party activities unrelated to day-to-day school business must be approved by the board. Considerations include:

* appropriate charges
* whether the proposed use has an educational or community benefit and is consistent with the values of the school community
* any potential issues or risks, including those related to:
* costs, insurance, and school resources
* police vetting
* sleepovers
* whether the potential benefits outweigh any potential issues or risks
* any long-term implications for the school.

We check the applicant has the necessary local authority resource consents or licenses, as appropriate.

Any money that is received as part of a third-party agreement is managed according to our Income (see "[New: Income](#O_39130)" on page 157) policies.

Applications

Applications for casual use are submitted in writing to the school. The board considers these applications and responds in writing, or may delegate this responsibility to the principal. A casual use agreement must be signed, outlining the conditions of use. For conditions around overnight use of school property, see Sleepovers at School (on page 178).

Applications that do not meet the Ministry of Education criteria for casual use may need approval from the board and the Ministry. Applications are submitted in writing to the school and, if approved by the board, submitted to the Ministry of Education property advisor. If approved, the Ministry creates a third-party licence to occupy or lease agreement, outlining the conditions of use. Some uses have specific Ministry approval processes and agreements.

Appropriate use

Anyone using school property must follow the conditions of use in their written agreement, and all relevant school policies, paying particular attention to:

* Health, Safety, and Welfare Policy (on page 181)
* Community Conduct Expectations (on page 15)
* Alcohol at School and School Events (on page 348)
* Smokefree and Vapefree (on page 350)

Any issues, including damage to school property, are managed according to the written agreement. If necessary, the school may seek advice from the Ministry of Education, NZSTA, and/or a lawyer.

Related topics

Sleepovers at School (on page 178)

School Security (on page 170)

Property Maintenance (on page 167)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Leasing and hiring land and buildings

Lease agreements and application process (includes Ministry criteria/examples and link to Casual Use Agreement letter)

Keyword: buildings, school buildings, rent, rental, lease, hire, hall, hiring, booking, community

Keyword: buildings, school buildings, rent, rental, lease, hire, hiring, booking, community

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 2 2023 (see "[Term 2 2023 Release Notes – Internal Review](#O_48376)" on page 498), Term 3 2022 (see "[Term 3 2022 Release Notes - Internal Review](#O_45008)" on page 522), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

### Sleepovers at School

Sleepovers at school include any overnight activity, regardless of whether participants intend to sleep. Cambridge High School ensures the safety of participants and school property if sleepovers are approved.

Approval and agreements

Overnight school activities must be approved by the principal and board. Staff organising an overnight school activity follow the planning and risk management processes for Education Outside the Classroom (EOTC), including notification and approval. The board has a written agreement setting out arrangements (including fire safety compliance) with the group having the sleepover.

Overnight third-party activities must be approved by the board. For this policy, "third party" means any individual or group that wants to use the school for non-school activities, and who does not already have authority for use. A written agreement setting out arrangements (including fire safety compliance) is required. Also see Third-Party Use of School Property (on page 176).

Groups that may not be included in the definition of third party for this policy are those that do not need a third-party agreement because they have authority to use the school for non-school activities. Depending on the school and the circumstances, this may include:

* Civil Defence – see the Civil Defence Emergency Act 2002, s 90
* Electoral Commission – see the Electoral Act 1993, s 156
* Proprietors of state-integrated schools – subject to the Education and Training Act, s 161-163, Schedule 6, and the school integration agreement.

Anyone using school property overnight must follow the conditions of use in the written agreement, and all relevant school policies, paying particular attention to:

* Health, Safety, and Welfare Policy (on page 181)
* Community Conduct Expectations (on page 15)
* Alcohol at School and School Events (on page 348)
* Smokefree and Vapefree (on page 350).

Fire safety

The school notifies the local Fire and Emergency New Zealand (FENZ) fire risk management officer of the date(s) that people will be staying overnight, and the areas they will be using. We may also consult with our FENZ officer to ensure safe sleepovers at our school.

Any area used for sleeping must meet fire safety requirements:

* The sleeping area must be on the ground floor of a building and have an automatic fire alarm system with automatic smoke detectors and manual call points allowing people to push a button to set off the fire alarm.
* If there are more than 40 people in a sleeping area, there must be an automatic sprinkler system and at least two exits.
* If there is no sprinkler system, no more than 40 people can stay in that area and the area must not contain a kitchen but may contain tea-making facilities.
* No more than 160 people may be in one sleeping area.

To further safeguard against fire, the person in charge of the event must make sure that:

* power points are not overloaded
* mattresses and other items are kept away from heaters, vents, etc.
* everyone knows where the exits are, and the exits are well lit
* everyone has unobstructed access to all exits
* everyone knows the evacuation procedure and assembly points
* there are torches available.

Related topics

Education Outside the Classroom (EOTC) (on page 42)

EOTC Planning and Review (see "[EOTC Planning and Review NEW](#O_7694)" on page 45)

EOTC Risk Management (on page 46)

EOTC Process (see "[EOTC Process NEW](#O_16614)" on page 56)

EOTC Event Approval and Next Steps (see "[EOTC Event Approval and Next Steps NEW](#O_6367)" on page 59)

Third-Party Use of School Property (on page 176)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Fire and Emergency New Zealand Act 2017

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Fire safety for school sleepovers

Lease agreements and application process (includes link to Casual Use Agreement letter)

Fire and Emergency New Zealand | Whakaratonga Iwi: Protecting your school and assets

Release history: Term 2 2023 (see "[Term 2 2023 Release Notes – Internal Review](#O_48376)" on page 498), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

### School Vehicles

School vehicles may be used to provide opportunities for the students of Cambridge High School to engage with the community, have experiences outside the school grounds, and further academic and social outcomes.

School vehicles are not available for private or non-school use unless specifically approved in exceptional circumstances by the board chair and principal.

The school caretaker and admin staff are responsible for ensuring road user charges, warrant of fitness checks, and servicing are completed as required.

Cambridge High School is not liable for parking tickets or traffic fines incurred by drivers using school vehicles.

Cambridge High School educates students in road safety (see "[Getting to and from School Safely](#O_30530)" on page 371) and awareness, and expects responsible road use to be reinforced by all members of the school community. All users of school vehicles must comply with Waka Kotahi NZ Transport Agency regulations.

Driver responsibilities

* The driver must be approved by the principal, hold a full New Zealand driver licence, and be over 25 years of age.
* The driver must give a copy of their driver licence to the school office before the vehicle is used.
* The driver is responsible for checking tyre pressure prior to leaving, filling the tank with petrol/diesel whenever the tank goes below half full, and ensuring there is a first aid kit in the vehicle.
* Drivers must keep the vehicle locked and secure at all times when leaving it unattended.
* Drivers must not pick up hitchhikers.
* Drivers must comply with the school alcohol, drugs, and other harmful substances (see "[Alcohol, Drugs, and Other Harmful Substances Policy](#O_8557)" on page 345) and smokefree and vapefree (on page 350) policies.
* The driver must complete the mileage log at the end of each use.
* Any damage or incidents are to be reported to the principal by the end of the day.

Passenger responsibilities

* Passengers must wear a seatbelt at all times, and children under age 7 or under 148 cm must travel using an approved booster seat.
* Passengers are expected to behave in a safe and sensible way inside the vehicle and must not distract the driver.
* Passenger numbers must not exceed the legal limit.

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

School transport – Safety and behaviour

Buying motor vehicles

Waka Kotahi l NZ Transport Agency: Requirements for using child restraints in New Zealand

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

### Staff Resources

Up-to-date and well-managed teaching resources enhance student learning and provide hands-on experiences with new technology.

The principal:

* consults with staff, students, and suppliers when updating teaching resources used by the whole school, and is responsible for their issue and retrieval, maintenance, and secure storage
* prioritises and approves requests for asset purchases
* keeps an inventory and arranges appropriate insurance cover
* communicates any updates about resources with staff, the school community, and the board.

Devices for staff use

Devices such as laptops and tablets are important resources for staff in both teaching and learning.

Teaching staff at this school are not required to contribute to the cost of their device.

Staff using devices for school purposes are expected to:

* use the device for the purposes it was provided
* preserve and protect school-owned intellectual property

Outputs and intellectual property created by staff in the course of their employment are owned by the school unless otherwise expressly agreed by way of contractual obligations in an employment agreement.

* provide secure storage (see "[School Security](#O_456)" on page 170) and suitable care for devices
* maintain digital security (see "[Computer Security and Cybersecurity](#O_866)" on page 172) measures
* regularly install updates
* report any technical problems immediately
* report any damage or loss to the school immediately
* return the device to the school when employment ends, or during an extended period of leave.

If device damage or loss results from staff negligence, the staff member may be asked to cover the excess or the cost of repair/replacement. Staff will be held responsible for any user of their school device accessing inappropriate or illegal materials.

The school is responsible for advising staff of the insurance policy conditions.

Resources

Ministry of Education: TELA+ digital devices for teachers and principals

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Finance and Property](#O_38999)" on page 554)

Keywords: teaching resources / teaching materials

# Health, Safety, and Welfare Policy

A primary objective of the board is to ensure that Cambridge High School is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1).

The board regularly reviews how well it implements key legislative and regulatory requirements, including those related to health, safety, and welfare, and takes steps to address any gaps in implementation. See Self-Review and Board Assurances (on page 78).

The board, as the PCBU (Person Conducting a Business or Undertaking – see table below) under section 36 of the Health and Safety at Work Act 2015, must do what is reasonably practicable to ensure the health and safety of workers, and work to eliminate or minimise health and safety risks.

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

* the likelihood of the hazard or the risk concerned occurring; and
* the degree of harm that might result from the hazard or risk; and
* what the person concerned knows, or ought reasonably to know, about—

the hazard or risk; and

ways of eliminating or minimising the risk; and

* the availability and suitability of ways to eliminate or minimise the risk; and
* after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."

At Cambridge High School, we acknowledge our shared responsibility for health, safety, and welfare, and promote schoolwide engagement in related policies and procedures. Officers (see table below) at the school are encouraged to proactively undertake due diligence to ensure health and safety is prioritised by the board.

Health, safety, and welfare roles

The Health and Safety at Work Act 2015 defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (Person Conducting a Business or Undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

Our areas of focus for health, safety, and welfare at Cambridge High School are:

* Health and Safety Management (on page 184)
* Emergency, Disaster, and Crisis Management (on page 202)
* Healthcare (on page 241)
* Behaviour Management (on page 272)
* Student Wellbeing and Safety (on page 297)
* Staff Wellbeing and Safety (on page 333)
* Safety On and Off School Grounds (on page 344)

This policy aligns with NELP Objective 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders

Health and safety management

WorkSafe

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499), Term 4 2020 (see "[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)" on page 571), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591), Term 3 2018 (on page 615)

## Health and Safety Management

Everyone in the Cambridge High School workplace is responsible for health and safety.

Under the Health and Safety at Work Act, the board and principal are the PCBU (person conducting a business or undertaking). Individual board members, including the principal, are officers and must exercise due diligence (on page 190).

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

The board consults and works with other PCBUs that share the same health and safety duties to coordinate activities. Other PCBUs may include transport service providers, education infrastructure services, and other service providers.

The board:

* makes health, safety, and welfare a key part of their role
* collaborates with workers to improve our safety management system (on page 185)
* ensures hazards are identified, and eliminated or minimised following WorkSafe guidance as listed in Risk Management (on page 191)
* provides information, training, and supervision around health and safety, including an induction process (see "[Health and Safety Induction](#O_15411)" on page 196)
* ensures visitors (on page 198) know their responsibilities and are safe on school grounds and while working with the school
* promotes a culture of safety and continuous improvement
* encourages cooperation with workers through worker engagement (see "[Worker Engagement, Participation, and Representation](#O_5622)" on page 201).

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Health and safety management

Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526)

### Safety Management System

The Cambridge High School health and safety management system brings together the various initiatives, assessments, procedures, control measures, and monitoring actions that are in place.

Allocating resources

The board provides the financial resources needed to comply with our health and safety obligations (see "[Primary Duty of Care](#O_13509)" on page 187). This includes:

* the board and principal performing their duties under the Health and Safety at Work Act and exercising due diligence (on page 190)
* having a health and safety committee and elected health and safety representatives to:
* address health and safety issues
* support communication between workers and the board
* help ensure the school complies with its obligations as part of worker engagement, participation, and representation (on page 201)
* funding measures to eliminate or minimise risks (see "[Risk Management](#O_430)" on page 191) as reasonably practicable.

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

* the likelihood of the hazard or the risk concerned occurring; and
* the degree of harm that might result from the hazard or risk; and
* what the person concerned knows, or ought reasonably to know, about—

the hazard or risk; and

ways of eliminating or minimising the risk; and

* the availability and suitability of ways to eliminate or minimise the risk; and
* after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."

Planning and implementation

Cambridge High School sets goals for its health and safety performance in collaboration with the health and safety committee and elected health and safety representatives. We review these goals at least once a year.

Planning includes our planning and preparing for emergencies, disasters, and crises (on page 203).

Cambridge High School systematically and regularly identifies hazards and assesses risks (see "[Risk Management](#O_430)" on page 191). Examples of control measures in place include:

* Plant and Machinery Safety (on page 380)
* Hazardous Substances (on page 382)
* Swimming Pool Management and Maintenance (on page 377).

Performance measurement

Cambridge High School measures our performance against our health and safety goals in a number of ways, including:

* regular communication with workers through our health and safety committee and elected health and safety representatives
* regular health and safety reports from workers
* health and safety goals as part of worker performance management (on page 124)
* regular reports to the board on any work-related illness or injury suffered by workers, and support plans for their safe and early return
* regular checks that workers are following health and safety procedures
* regular checks that inductions are carried out for workers, contractors, and visitors, as appropriate.

Performance review

Cambridge High School measures health and safety performance through regular self-review and board assurances (on page 78). This includes reporting on:

* risk management
* evacuation/emergency kit and supplies
* an audit of compliance by our health and safety committee and elected health and safety representatives
* first aid, recording and notification of accidents, and managing/administering/recording medication
* child protection
* abuse recognition and reporting
* searches, surrender, and retention of property
* physical restraint
* digital technology and cybersafety
* school swimming pool.

The principal assures the board each year that an internal audit of health and safety compliance and practices has been conducted by our health and safety committee and elected health and safety representatives. See Self-Review and Board Assurances (on page 78).

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526), Term 3 2016 (see "[Term 3, 2016](#O_15268)" on page 633)

### Primary Duty of Care

At Cambridge High School, the board has a primary duty of care for people at the school. This means the board is primarily responsible for the health and safety of workers (including teachers and non-teaching staff, volunteer workers, and contractors), and others who may be affected by school operations.

Primary duty of care is a responsibility of the board as the PCBU (person conducting a business or undertaking) under section 36 of the Health and Safety at Work Act 2015. To meet its primary duty of care, the board does what is reasonably practicable to provide and maintain a safe environment, and works to eliminate or minimise health and safety risks.

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

* the likelihood of the hazard or the risk concerned occurring; and
* the degree of harm that might result from the hazard or risk; and
* what the person concerned knows, or ought reasonably to know, about—

the hazard or risk; and

ways of eliminating or minimising the risk; and

* the availability and suitability of ways to eliminate or minimise the risk; and
* after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

Our Health, Safety, and Welfare Policy (on page 181), along with supporting policies and procedures, ensures we provide and maintain a safe workplace.

Board responsibilities under the Health and Safety at Work Act

The board is responsible for providing and maintaining:

* a safe work environment where risks to health and safety are minimised or eliminated
* safe plant and structures
* safe systems of work.

The board must also ensure that systems are in place for:

* safe use, handling, and storage of plant, substances, and structures
* welfare support for workers
* training and supervision to minimise health and safety risks
* monitoring worker health and workplace conditions.

We fulfil our primary duty of care in these areas, and have policies and procedures that support safe practice in each area.

Related topics

Risk Management (on page 191)

Health and Safety Induction (on page 196)

Contractors Working at School (on page 200)

Worker Engagement, Participation, and Representation (on page 201)

First Aid Training and Supplies (on page 243)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Staff Wellbeing and Safety (on page 333)

Plant and Machinery Safety (on page 380)

Hazardous Substances (on page 382)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Resources

WorkSafe l Mahi Haumaru Aotearoa: Primary duty of care

Ministry of Education | Te Tāhuhu o te Mātauranga: Roles and responsibilities

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 3 2022 (see "[Term 3 2022 Release Notes - Internal Review](#O_45008)" on page 522), Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526)

### Due Diligence

The Health and Safety at Work Act encourages officers to proactively undertake due diligence to ensure health and safety is prioritised by the board. This improves health and safety at school and reduces the risk of liability. Due diligence involves making governance decisions that do not adversely or negatively affect health and safety, and taking reasonable steps to:

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

* know about work health and safety matters and keep up-to-date
* gain an understanding of the operations of the school and the hazards and risks generally associated with those operations
* ensure the board has appropriate resources and processes to eliminate or minimise those risks
* ensure the board has appropriate processes for receiving information about incidents, hazards, and risks, and for responding to that information
* ensure the board has, and implements, processes for complying with any duty or obligation of the board
* verify that these resources and processes are in place and being used.

Maintaining due diligence

As part of our due diligence, we:

* regularly review our resources and processes for managing potential risks, and encourage feedback from workers and parents in reviewing school policies
* ensure resources are planned and budgeted, and used for health and safety
* include health and safety as a standing agenda item for board and team meetings
* keep up to date with self-review and board assurances (on page 78)
* engage health and safety advisors when appropriate
* include risk management in all education outside the classroom (EOTC) event planning, including discussing health and safety requirements with providers
* collaborate with other schools when planning shared events to establish responsibilities and actions regarding health and safety.

Due diligence with our school community

Working with our community includes:

* talking to workers and parents/caregivers and other people about health and safety issues, and encouraging feedback
* including health and safety issues in school communications such as the newsletter
* keeping up to date with Ministry of Education advisories, and reading and actioning SchoolDocs advisories.

Failure to take due diligence

There are three offences under the Act relating to failure to take due diligence:

* reckless conduct in respect to duty
* failing to comply with duty that exposes individual to risk of death or serious injury or serious illness
* failing to comply with duty.

These offences carry penalties depending on who has failed in exercising due diligence, and the severity of the non-compliance. The principal, as a paid officer, and the board, as an entity, may be subject to prosecution and/or penalties if they fail to meet the duty of due diligence. Voluntary officers and board members have the duty of due diligence, but are not liable for breach of duty. Although individual board members are not liable, it is important that they exercise due diligence as individuals to protect the board as an entity.

WorkSafe will prosecute in the most serious situations where non-compliance has been serious or flagrant, or the harm or potential harm is severe. See Prosecutions (WorkSafe).

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526)

### Risk Management

Under the Education and Training Act 2020, and in alignment with the Statement of National Education and Learning Priorities (NELP), Cambridge High School has a duty to support the health, safety, and wellbeing of its students, staff, and community. Managing risk is a key method by which Cambridge High School can carry out this duty. Managing risk includes:

* regularly identifying and reporting reasonably foreseeable hazards that could give rise to risks to health and safety
* eliminating such risks to health and safety so far as is reasonably practicable and reporting on any actions taken

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

* the likelihood of the hazard or the risk concerned occurring; and
* the degree of harm that might result from the hazard or risk; and
* what the person concerned knows, or ought reasonably to know, about—

the hazard or risk; and

ways of eliminating or minimising the risk; and

* the availability and suitability of ways to eliminate or minimise the risk; and
* after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."
* minimising such risks to health and safety so far as is reasonably practicable elimination is not possible, and reporting on any actions taken.

Definitions

A hazard is something that could cause harm. This broad definition is often divided into types of hazard:

* biological (e.g. viral and bacterial infections)
* chemical (e.g. asbestos, cleaning products, and pesticides)
* ergonomic (e.g. repetitive movements and posture)
* physical (e.g. harmful physical force and eye injuries)
* psychosocial (e.g. work relationships and roles, and other stresses such as deadlines and achievement expectations).

Risk is the likelihood that the hazard will cause harm and the severity of the potential harm.

Risk assessments identify hazards and the level of risk each hazard poses. This informs our decision-making about what needs to be done to eliminate or minimise risks, so far as is reasonably practicable.

Hierarchy of controls

Under the Health and Safety at Work Act 2015, Cambridge High School is required to eliminate risks. If it is not reasonably practicable to do so, we follow the WorkSafe hierarchy of controls :

1. Minimise the risks using risk-control measures such as:

* replacing the hazard with something that gives rise to a lesser risk
* isolating the hazard from any person exposed to it
* preventing anyone from coming into contact with the hazard
* implementing engineering controls.

1. If a risk remains, minimise the remaining risk by implementing administrative controls, such as training.
2. If a risk still remains, minimise the remaining risk by ensuring the provision and use of suitable personal protective equipment.

Identification and reporting

Cambridge High School carries out regular audits (see "[Hazard Register and Audit](#O_915)" on page 194) to identify and report hazards. We recognise that new hazards arise regularly, so identification, assessment, reporting, decision-making, and implementing control measures form part of the day-to-day tasks of staff.

Once a hazard has been identified, Cambridge High School assesses and makes decisions about how to manage the risk. We follow the hierarchy of controls (above) and consult with staff and any other relevant stakeholders where appropriate.

See How to Manage Work Risks (Worksafe) for guidance in assessing risk.

Cambridge High School reports any new hazard that can't be easily and immediately eliminated using the Hazard Identification form . The form describes the hazard, its level of risk, and the actions taken to eliminate or minimise it. If the hazard can't be eliminated, it is entered on to the hazard register to be monitored and audited.

It is the responsibility of the principal to regularly monitor and audit all permanent hazards using the hazard register.

Monitoring and auditing hazards ensures that control measures remain effective, suitable, and fit for purpose; and that they are installed, set up, and used correctly.

Also see Earthquakes (on page 229) for an Earthquake Hazard Checklist to help minimise earthquake injury/damage in the classroom.

The principal regularly assures the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy. This includes sun protection. See Self-Review and Board Assurances (on page 78).

This policy aligns with NELP Objective 1: Learners at the Centre.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Risk identification, assessment and management

Health and Safety requirements for boards and school leaders

WorkSafe | Mahi Haumaru Aotearoa:

Risk management

Worker engagement, participation and representation

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526), Term 1 2018 (on page 620)

#### Hazard Register and Audit

Staff members report hazards to the health and safety coordinator who ensures that all staff are kept aware of new and existing hazards.

A hazard register lists all the known hazards and the steps taken to control them. A regular audit ensures that the hazard is still being controlled and also looks at the existing controls. The existing controls must be re-evaluated at least annually to check that they are still effective and fit for purpose.

The audit can be done using a hazard audit checklist or simply from the hazard register.

The principal is responsible for the audit but may delegate areas as appropriate.

Current active hazard registers are maintained by the health and safety coordinator, and kept in the health and safety coordinator's office.

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

#### Draft: Legal Chain of Custody

There may be times when an item requiring careful or correct handling is found on Cambridge High School property. This includes items that put the health and safety of others at risk or items connected to possible illegal activity, such as drugs, drug paraphernalia, weapons, or valuable items that may have been stolen.

If this kind of item is found, we carefully document our handling of the item to maintain a chain of custody. This protects the finder and other workers or students from physical or legal risk, and helps ensure the item is legally admissible as evidence.

We also comply with all privacy requirements, and take into account, or take advice on any relevant cultural considerations when dealing with items.

Do not touch any item that shows traces of blood or is clearly related to a crime. Protect the scene and contact the police immediately.

To maintain a chain of custody, we:

* photograph the item where it was found
* handle the item with as little contact and contamination as possible, and place it in a sealed plastic bag
* keep the item secure at all times
* contact the police or other appropriate authority
* document all details of the discovery, including:
* time and date the item was found
* any photographs of the item or scene
* name of the person/s who found and reported the item, and any other person who has handled the item
* details of handing over the item to the relevant authority.

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Evidence Act 2006

Crimes Act 1961

Privacy Act 2020

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526)

keywords: syringe, drugs, burglary, police, weapon, stolen, illegal, evidence, needles

### Health and Safety Induction

Workers

The school expects all workers to be familiar with and follow our health and safety policies and procedures. Under the Health and Safety at Work Act 2015, workers must:

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

* take reasonable care for their own health and safety
* take reasonable care that their actions or inactions don't adversely affect the health and safety of others
* comply, so far as reasonably able, with any reasonable instruction given by the board that enables it to comply with the Health and Safety at Work Act and regulations
* cooperate with any reasonable school policy or procedure relating to health or safety at school.

As part of their health and safety induction, workers should read the health and safety section of their SchoolDocs site, particularly:

* risk management (on page 191)
* child protection (on page 298)
* emergency procedures (see "[Planning and Preparing for Emergencies, Disasters, and Crises](#O_8846)" on page 203)
* reporting requirements for incidents and accidents (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254).

Workers should be made aware of:

* any known hazards in their area and the process for identifying and managing hazards
* the locations of fire alarms
* the signals for earthquake drills and evacuations, and the evacuation process and assembly points
* the location of first aid supplies and emergency allergy medications
* the location of personal protective gear, and how and when to use it
* the identity of their health and safety committee and elected health and safety representatives responsible for worker engagement (see "[Worker Engagement, Participation, and Representation](#O_5622)" on page 201).

Contractors

Contractors are workers under the Act and may be PCBUs (person conducting a business or undertaking). As such, they share responsibility with the school (as PCBU) for health and safety. For details about how the school and contractors consult, cooperate, and coordinate their activities, see Contractors Working at School (on page 200).

Visitors

Under the Act, visitors are defined as other persons and must:

* take reasonable care for their own health and safety
* take reasonable care that what they do, or don't do, doesn't adversely affect the health and safety of others
* comply, so far as reasonably able, with any reasonable instruction given by the board that enables it to comply with the Health and Safety at Work Act and regulations
* cooperate with any reasonable school policy or procedure relating to health or safety at school.

Any health and safety induction given to visitors depends on the details of their visit, such as where they will be in the school and how long their visit will last. Relevant induction includes:

* any known hazards in their area and the process for identifying and managing hazards
* the locations of fire alarms
* the signals for earthquake drills and evacuations, and the evacuation process and assembly points.

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526)

### Visitors

Visitors to the school may include parents/caregivers/whānau, tradespeople, staff from support agencies, external tutors, and other people on school-related business.

The following guidelines ensure the safety of everyone on the school site.

* All visitors to the site are asked to report to the school office and sign in.
* All staff monitor visitors to the school, and report any behaviour, hazard, or safety concerns to management or administration.
* All visitors to school, including parents, are expected to comply with the school's smokefree and vapefree (on page 350), and alcohol and drugs (see "[Alcohol, Drugs, and Other Harmful Substances Policy](#O_8557)" on page 345) policies. We encourage visitors to consider privacy issues (see "[Sharing Images of Students](#O_18731)" on page 405) when sharing photos and videos taken at school events.
* Visitors may not wear gang insignia on school grounds. It is illegal under the Prohibition of Gang Insignia in Government Premises Act 2013. Anyone wearing gang insignia on school grounds will be asked to remove the item or leave the premises. Police may be called to the school and persistent offenders may be trespassed.
* In the event of an evacuation (on page 209), staff check each building to ensure that all rooms and spaces are empty. In the event of a lockdown or shelter in place (see "[Lockdown and Shelter in Place](#O_4327)" on page 226), visitors follow the instructions of school staff.

Parents

Anyone, including parents/caregivers/whānau, who wants to contact a student must follow the guidelines above. Cambridge High School expects parents to follow our conduct expectations (see "[Community Conduct Expectations](#O_24792)" on page 15) and limit disruption to teaching and learning by avoiding unnecessary communication throughout the day (e.g. visits, texts, phone calls, social media, or email).

Cambridge High School follows any court orders regarding contact rights and the school.

Non-teaching staff and contractors

All non-teaching staff and contractors (see "[Contractors Working at School](#O_13657)" on page 200) employed on site who have, or are likely to have, unsupervised access to students during normal school hours are cleared by police vet (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147).

Unsupervised access to students, in relation to a school, means access to any student on the school's premises during normal school hours that is not access by, or in the direct sight of and under the direct supervision of, any one or more of the following:

* a registered teacher or holder of a limited authority to teach
* a person employed by a vetting-exempted agency
* a person on whom a satisfactory Police vet has been conducted within the last three years
* a parent of the student.

See the Education and Training Act 2020, 18 (5).

Vehicles

Vehicles must be driven slowly and carefully on school grounds, including driveways and car parks. Vehicles must not enter areas of the school where students may be present and vehicles would not usually be expected. If it is necessary to access these areas a vehicle must have an adult escort walking before it. The escort scans for students and restricts the vehicle’s speed to walking pace.

Students are made aware of the potential hazards presented by school driveways and car parks.

Related topics

Planning and Preparing for Emergencies, Disasters, and Crises (on page 203)

School Security (on page 170)

Trespasser on School Grounds (on page 223)

Lockdown and Shelter in Place (on page 226)

Getting to and from School Safely (on page 371)

Parent Involvement (on page 12)

Contractors Working at School (on page 200)

Community Conduct Expectations (on page 15)

Legislation <http://www.legislation.govt.nz/>

Prohibition of Gang Insignia in Government Premises Act 2013

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Prohibiting gang insignia on school property

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526), Term 1 2022 (see "[Term 1 2022 Release Notes – COVID-19 – Internal Review](#O_42058)" on page 533), Term 3 2021 (see "[Term 2 2021 Release Notes - Scheduled Review Visitors](#O_40758)" on page 552), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581), Term 3 2018 (on page 615)

#### Contractors Working at School

We are committed through our Health and Safety policy to provide a safe and healthy environment for students, staff, and visitors, including contractors.

When a contractor works at our school, both the contractor and the school share responsibility (as PCBUs) for health and safety. The school, so far as is reasonably practicable, consults, cooperates with, and coordinates activities with the contractor, as outlined below.

It is the school's responsibility to take all reasonably practicable steps to ensure contractors' safety during their contracted work. Good practice suggests that the school principal or caretaker should meet any contractor before any work is started, and brief them on relevant health and safety information, including:

* hazards that exist in the school where they are working
* school rules about health and safety
* emergency procedures and first aid facilities
* procedures for reporting any new hazards that may be identified.

Contractors are responsible for complying with their relevant health and safety legislation, and for recording and reporting any accidents that harm themselves or any other person. Some work, such as tree felling and certain construction work, must be notified to WorkSafe before the contractor starts work.

Contractors should plan work activities and inform the school:

* of any hazards that arise from the work they are doing
* of safety procedures for other people who may be affected by that work, including staff, students, and the public
* of safety equipment that may be necessary
* if the work they are carrying out is notifiable, and confirmation that they have notified WorkSafe.

If relevant, the contractor supplies a site-specific safety plan, which may include safe work method statements (SWMS), to school management before starting any work.

Contractors must meet the relevant vetting requirements (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147).

Resources

Ministry of Education: Property Projects: Managing Contractor Health and Safety

Release history: Term 4 2021 (see "[Term 4 2021 Release Notes – Internal Review](#O_41229)" on page 547), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591), Term 3 2018 (on page 615)

### Worker Engagement, Participation, and Representation

All Cambridge High School workers are responsible for health and safety. We encourage engagement and participation in our health and safety practices.

The board engages workers by:

* sharing health and safety information
* giving opportunities to share views and to raise health and safety issues
* including them in decision–making.

We have a health and safety committee that informs staff of its roles and responsibilities, monitors and reviews the school's health and safety compliance, and:

* responds to worker health and safety concerns
* conducts an internal audit each year
* reviews safe practices in using school buildings, plant, operation, EOTC, and emergency procedures, and reports on this to the board once each term.

Their role involves:

* supporting worker engagement and participation in health and safety
* raising and investigating general and specific concerns and complaints
* monitoring the health and safety measures taken by the board and giving the board feedback about compliance and hazards
* making recommendations to the board
* looking after the interests of workers who have been harmed at work.

The health and safety committee ensures that all workers have the opportunity to engage in improving work health and safety. This is done by discussing health and safety regularly at team meetings and encouraging feedback between workers and board members on health and safety issues, and keeping a record of communications and recommendations.

Workers also participate in health and safety through reporting hazards under Risk Management (on page 191).

Refusing unsafe work

Cambridge High School recognises that a worker may also refuse or cease work if they believe that it would expose them or any other person to a serious risk or hazard. The worker advises the principal of this decision and they work together towards a resolution. If the matter cannot be resolved, the worker can continue to refuse to do the task on reasonable grounds. The principal contacts WorkSafe for advice on any issues that cannot be resolved.

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Worker participation

Ministry of Education | Te Tāhuhu o te Mātauranga: Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders

WorkSafe | Mahi Haumaru Aotearoa: Worker engagement, participation, and representation

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526)

Keywords: health and safety committee

#### Elected Health and Safety Representative

Cambridge High School also has an elected health and safety representative (HSR). Our elected health and safety representatives are John McDonnell (deputy principal), Di McLean (administrator), Deborah Godwin (office manager), Elsa Brown (science), Joel Baker (health/physical education), Colin Wood (digital technology), Bruce Sieriett (technology), John Hanson (social science), and Phillipa Oranje (arts). The main responsibility of the HSR is to represent workers on health and safety matters.

The board must include the representative when consulting workers about risks in the workplace.

The board allows the HSR paid time off to attend approved health and safety training, and reasonable expenses. This is normally up to two days per year. The board also provides time and resources for the HSR to fulfil their role. For more information, see HSR training (WorkSafe).

A trained HSR has power under the Act in certain conditions to direct workers to cease work, and to issue provisional improvement notices, in certain conditions.

Resources

WorkSafe | Mahi Haumaru Aotearoa: Health and Safety Representatives

Release history: Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526)

## Emergency, Disaster, and Crisis Management

Cambridge High School has policies and procedures in place to manage emergencies, disasters, and crises. When an unexpected event occurs, we assess the impact on the school and respond by activating the relevant policies and procedures.

We are guided in the development and best practice for our policies and procedures by legislation and the advice of appropriate agencies.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Health and Safety at Work (General Risk and Workplace Management) Regulations 2016

Civil Defence Emergency Management Act 2002

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Emergencies and traumatic incidents

National Emergency Management Agency l Te Rākau Whakamarumau

WorkSafe l Mahi Haumaru Aotearoa

Release History: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527)

### Planning and Preparing for Emergencies, Disasters, and Crises

As part of our health and safety policy, we have plans in place for responding to emergencies, disasters, and crises.

Board responsibility and assurance

The board is responsible for ensuring that the school emergency planning is current. This responsibility is delegated to the principal, who assures the board in implementation reports twice yearly that:

Health and Safety at Work regulations require PCBUs to have emergency plans.

Under these regulations, PCBUs are required to ensure there is an up-to-date, effective emergency plan for the workplace, which provides emergency procedures covering:

* effective responses to emergencies
* evacuation procedures
* procedures for notifying emergency service organisations at the earliest opportunity
* medical treatment and assistance procedures
* effective communication procedures.

The plan must outline the timing of regular testing of the emergency procedures and how relevant workers will be provided with information, training, and instruction.

It must also take into account the nature of the work and hazards at the school, as well as the school size, location, and workforce.

The plan must be implemented in the event of an emergency.

Health and Safety at Work (General Risk and Workplace Management) Regulations 2016 (s. 14)

* emergency planning and procedures are up to date and in hard copy
* emergency contacts are current
* relevant staff are familiar with the emergency procedures and the location of key emergency items
* staff and students have practised evacuation procedures
* the emergency supplies are up to date.

Emergency preparedness is a standing board agenda item. We also debrief after every drill or event, and review our emergency, disaster, and crisis policies and procedures every three years.

Emergency management plan

We plan proactively so that we are ready to act effectively in emergencies, disasters, and crises.

Groundwork and logistics

Our planning includes analysis and assessment, such as:

* identifying the staff who will manage the emergency procedures (e.g. an emergency management group, incident management team, or delegated staff) and providing them with appropriate training, as needed
* identifying likely risks and scenarios based on our unique context, and ensuring we have appropriate procedures to deal with these (e.g. natural disasters, fire, environmental risks, pandemics, accidents, security risks, and traumatic incidents, both at school and as part of emergency planning for Education Outside the Classroom (EOTC) events)
* identifying and evaluating assembly areas, evacuation points, safe areas, and possible alternative teaching spaces
* considering transport management, including what, if any, transport would be required to get to an offsite evacuation point
* identifying medical treatment sites and ensuring we have procedures to deal with injury or illness (see "[Managing Injuries and Illness](#O_5639)" on page 250) during an emergency
* ensuring we have provided the contact details of our nominated emergency contact person to the regional Ministry office and that they know how to respond to Ministry contact through Mataara
* liaising annually with local emergency services and clarifying the roles and responsibilities of school staff in relation to other services and agencies.

Staff and student care

Our planning includes:

* ensuring we cater for all staff and students with additional or high health needs

Our plans address the diverse needs of our students and staff, and those with medical, physical, emotional, and sensory needs are catered for. We recognise that students or staff with disabilities who have difficulty moving, hearing, seeing, communicating, and/or learning may need specific support related to their disability during an emergency, disaster, or crisis.

We ensure that medical supplies, staffing, and equipment is in place and used to assist during an emergency, as needed. Individual plans may be developed, including considerations of an emergency kit, sensory items, picture words and schedules, medical needs/equipment, and communication supports.

Planning and preparing for an emergency (Ministry of Education, p.7)

* determining how we will communicate with parents, students, staff, and relevant services and stakeholders
* establishing our emergency reunification procedures for reuniting students with parents/caregivers/whānau.

Resources

Our planning includes:

* ensuring all first aid and emergency supplies are up to date and easily accessed in an emergency
* considering what equipment, medications, food and water supplies may need to be transferred to an alternate location and how this will be accomplished
* noting the location of the nearest defribillator and other significant resources, including fire extinguishers
* site plans showing the location of all relevant infrastructure, with instructions on their safe operation in an emergency.

Items covered in the plans may include the location of:

* entrances, windows, roof hatches, and ventilation systems
* shut-off valves for water and gas
* electrical switchboards
* fuel storage
* any other hazards.

Printed emergency plans and procedures

Because of the potential loss of electricity, internet, cellular networks, and battery power, we keep an up-to-date printed copy of all our emergency management plans and procedures.

Click on each of these links, then the printer icon in the right-hand corner of each topic, to print an up-to-date copy of your SchoolDocs emergency procedures. Keep your printed emergency procedures with any other printed emergency planning.

|  |
| --- |
| Evacuation (on page 209) |
| Emergency Kits and Supplies (on page 212) |
| Communication during an Emergency, Disaster, or Crisis (on page 214) |
| School Closure (on page 215) |
| Fire (on page 218) |
| Gas Leaks (on page 219) |
| Chemical Spills (on page 220) |
| Bomb Threat (on page 221) |
| Dealing with a Suspicious Letter or Package (on page 222) |
| Trespasser on School Grounds (on page 223) |
| Attacker on School Grounds (see "[Violent Intruder on School Grounds](#O_23094)" on page 224) |
| Reverse Evacuation/Lockdown (see "[Lockdown and Shelter in Place](#O_4327)" on page 226) (also print your school's private reverse evacuation plan) |
| Disaster Management (on page 227) |
| Earthquakes (on page 229) |
| Extreme Weather (on page 232) |
| Volcanic Activity and Ashfall (on page 234) |
| Tsunami Procedure (if this link is inactive, your school does not have a procedure linked on SchoolDocs) |
| Crisis Management (on page 236) (also print the Crisis Management Guide linked in this topic) |
| After an Emergency, Disaster, or Crisis (on page 238) |
| Missing Student Procedure (on page 329) |

We keep the printed hard copy in the school office. Twice a year, the office administrator checks that the printed procedures are available and up to date.

Printed emergency contact information

We also keep an up-to-date printed list of emergency contacts for staff and students and the contact details of emergency, essential, and other external services. Our contact lists include:

* staff and board member contact numbers, and their emergency role as applicable (e.g. warden, first aider, media spokesperson)
* primary and emergency contact names and phone numbers for students and staff, and any relevant information about their medical conditions or other specific needs
* emergency service contact numbers (e.g. local police station, medical centre, National Poisons Centre, Civil Defence)
* external contacts (e.g. Ministry of Education, Oranga Tamariki/Ministry for Children, local council)
* other contacts (e.g. insurer, electricity/gas company, builder, security company, lawyer, bus company, marae).

The office administrator is responsible for maintaining up-to-date contact lists, and parents/caregivers are reminded twice a year to update their contact information. Contact lists are kept in printed form in the office and are available on the student management system.

Preparing our school community

We prepare our school community by:

* encouraging our community to be engaged, inclusive, and share concerns
* having emergency preparedness as a standing agenda item, along with health and safety, at staff meetings
* ensuring that all staff and students are familiar with emergency procedures, as appropriate, and regularly practice emergency and disaster drills and evacuation (on page 209) procedures
* assigning key roles for emergency situations, and ensuring that all staff, board members, and others are aware of their responsibilities

A range of key roles may be assigned, including:

* incident management team (this may include the principal, board, and any senior management)
* incident controller
* operations
* logistics
* planning/intelligence
* communications
* media spokesperson
* additional needs liaison.

In assigning key roles, we draw on our staff and board expertise, and plan for sufficient back up in the case of absence, including the possibility of drawing on other members of the school community, such as volunteers and retirees.

See Ministry of Education | Te Tāhuhu o te Mātauranga: Preparing for emergencies, traumatic incidents, evacuations and lockdowns

* sharing with whānau appropriate information about our emergency planning (including key risks, practice drills, and procedures for communication and reuniting families)
* regularly reminding parents/caregivers to update their emergency contact information, including who is authorised to collect their student in the event of school closure (on page 215)
* ensuring all visitors (on page 198) to the school sign in and out at the office and are advised to follow staff instructions in an emergency
* aligning our planning with other services and informing external agencies of our emergency procedures, as appropriate.

Related topics

Risk Management (on page 191)

Emergency Management (on page 217)

Disaster Management (on page 227)

Crisis Management (on page 236)

Managing Injuries and Illness (on page 250)

EOTC Logistics (see "[EOTC Logistics NEW](#O_16756)" on page 66)

School Security (on page 170)

Computer Security and Cybersecurity (on page 172)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020 (s.127)

Health and Safety at Work Act 2015

Health and Safety at Work (General Risk and Workplace Management) Regulations 2016

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Preparing for emergencies, traumatic incidents, evacuations and lockdowns

Get Ready: Get your school ready for an emergency (information about school responsibilities and teaching emergency preparedness)

Get Ready: What's the Plan, Stan? (useful resources for preparing students to deal with emergencies and disasters)

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2020 (see "[Term 4 2020 Release Notes - Emergency Planning - Internal Review](#O_36637)" on page 570), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 3 2018 (on page 615)

#### Evacuation

This procedure is for moving people out of school buildings to a place of safety. In situations where it is safer to be inside, we follow procedures for Lockdown and Shelter in Place (on page 226).

In response to the evacuation alarm, during an evacuation drill, or if necessary after an emergency, disaster, or crisis, students are moved to a place of safety, and checked against an accurate list of attending students. Staff, visitors to the school, and anyone else on site will also be evacuated and accounted for.

Evacuation drills

We hold a range of evacuation drills across the year to cover possible scenarios. These are held at different times of day to practise all contingencies, such as evacuation during assembly, normal class time, and lunch breaks. We decide a target time for an evacuation based on previous drills, and time each drill. After each drill, we discuss how we can improve the process.

Different situations may require different evacuation procedures and our drills may include practising the following:

* Onsite evacuation procedure, e.g. fire (on page 218)
* Offsite evacuation procedure, e.g. tsunami
* Shelter in place then evacuation procedure, e.g. earthquake (see "[Earthquakes](#O_8847)" on page 229)
* Shelter in place procedure, e.g. volcano (see "[Volcanic Activity and Ashfall](#O_23074)" on page 234)

We may also hold separate drills for our lockdown (see "[Lockdown and Shelter in Place](#O_4327)" on page 226) procedure with staff only.

To ensure that everyone is well prepared for an evacuation procedure we:

* know the best route to take to the assembly area
* hold at least one evacuation drill each term (including a fire drill at least every six months)
* display up-to-date evacuation procedures and escape routes in every classroom and spaces around the school
* may liaise with the local fire service in arranging evacuation drills.

In terms 2 and 4, as part of self-review and board assurances (on page 78), the principal assures the board that evacuation drills have taken place and reports on their success. The dates of the drills are noted on the school calendar.

Drill and evacuation signals

Our school uses different signals for different situations, and we ensure these can be heard everywhere on our school grounds.

When we hold an earthquake drill, the signal is the intermittent (pulsing) ringing of the bell. See Earthquakes (on page 229).

The signal for an evacuation, and an evacuation drill, is a continuous ringing or siren.

Assembly areas

* Our school has designated assembly areas for school evacuations.
* Our assembly area/evacuation point is on the field. Direction signs guide the way.
* If circumstances demand it, the principal authorises an alternative assembly area.

See our Site Plan for assembly area information.

Evacuation procedure

An evacuation procedure may require modification on the day depending on the circumstances.

* On hearing the school evacuation signal, or when directed to, teachers lead students along the escape routes out of buildings through the nearest exits. Students, workers, and visitors with disabilities are assisted by a designated person.
* All teachers take a paper or digital copy of their class lists.
* Wardens/Teachers check all adjacent rooms, toilets, and other non-classroom areas. If it is safe to do so, they close doors as rooms are vacated.
* Teachers lead students in an orderly manner to the assembly area and assemble in class lines. Any groups already outside move to the assembly area via a safe route. Wardens/designated people direct visitors to the assembly area.
* Office staff bring a first aid kit, essential medication, visitor register, and emergency kit from the school office to the assembly area.
* Teachers take a roll check of their students and advise the principal. If necessary, we implement our missing student procedure.
* Students and staff do not leave the assembly area until authorised by the principal.

If evacuation is required during an EOTC event held off site, we follow the instructions of the designated responsible person (this may be the warden/PCBU of an off-site location or the teacher in charge of the event).

Escalation

If necessary after an evacuation, the principal may implement our disaster management (on page 227) processes and/or school closure (on page 215) procedure.

The principal assures the board that staff and students have completed trial evacuations each term, and that emergency planning and procedures (see "[Planning and Preparing for Emergencies, Disasters, and Crises](#O_8846)" on page 203) are up to date and in hard copy. See Self-Review and Board Assurances (on page 78).

Related topics

Emergency Kits and Supplies (on page 212)

Medicines (on page 245)

School Closure (on page 215)

Fire (on page 218)

Communication During an Emergency, Disaster, or Crisis (on page 214)

Missing Student Procedure (on page 329)

Legislation <http://www.legislation.govt.nz/>

Fire and Emergency New Zealand Act 2017

Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Emergency planning (see the "Calendar – planned drills and other training" section of the Emergency Management Plan document, p.3)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2020 (see "[Term 4 2020 Release Notes - Emergency Planning - Internal Review](#O_36637)" on page 570), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596)

#### Emergency Kits and Supplies

Cambridge High School has emergency supplies (different from our day-to-day first aid supplies) that are kept in the office. We also have other supplies in our classrooms for lockdowns and as back up supplies. Our emergency supplies are calculated based on the number of staff, students, and visitors that may be on site.

The principal assures the board (see "[Self-Review and Board Assurances](#O_9243)" on page 78), in terms 2 and 4, that the emergency supplies are up to date. Office staff ensure the supplies are checked and maintained, and are responsible for bringing supplies to any evacuation drill or event.

Our emergency supplies may include the following items:

Medical/Hygiene supplies

* A first aid kit
* Emergency blankets (foil/thermal)
* Dust masks (P2 or N95 rated safety masks are recommended) and goggles
* Wet wipes
* Hand sanitiser and gloves
* Buckets
* Plastic bags and plastic sheeting/tarpaulins
* Towels

Food and water

* Bottled water
* Non-perishable food such as protein bars, barley sugars, cans of food, etc.
* Special food for students and staff with dietary requirements

Logistics information

* Several copies of maps and floor plans of the entire school
* Details of power, gas, and water mains
* A list of assembly areas
* Printed copies of our emergency procedures
* Several complete sets of keys, preferably master keys
* A list (electronic and paper) of all staff and students with their emergency contact details
* Passenger lists for transport operators and bus routes, and bus operator contact information

Communication equipment

* Cellphone chargers/power banks
* Radio and spare batteries
* Emergency lighting (e.g. torches, candles)
* Batteries
* Solar-powered/wind-up radio and torch
* A plug-in phone
* Megaphone
* Whistles
* Pens and paper

The principal assures the board that emergency supplies have been checked and contain all necessary items (with current dates). See Self-Review and Board Assurances (on page 78).

Related topics

First Aid Training and Supplies (on page 243)

Medicines (on page 245)

Evacuation (on page 209)

Lockdown and Shelter in Place (on page 226)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Preparing for emergencies, traumatic incidents, evacuations and lockdowns

Civil Defence: Have emergency supplies

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 3 2018 (on page 615)

### Communication During an Emergency, Disaster, or Crisis

We have developed a communication plan that identifies who is responsible for communications, which communication methods we will use, and who we will contact and liaise with in the event of an emergency, disaster, or crisis. The principal is in charge of overseeing emergency communications, but may delegate this to other board or staff members.

Communicating with staff and students

We have a plan for communicating with staff during an emergency, disaster, or crisis. We also consider how to share appropriate information with students to help them deal with the event.

Depending on the nature of the event, we may allow students to use personal digital devices, if these are accessible. Before allowing this, we consider:

* whether it is safe
* the potential load on mobile networks
* the potential exposure of students to harmful material relating to the event.

We discourage staff and students from posting information on social media sites during an event to avoid the potential spread of misinformation.

We ask students to advise their teacher if they communicate with parents/caregivers/whānau using their own devices, especially in relation to being collected.

Communicating with whānau

In an emergency, disaster, or crisis the school contacts parents/caregivers/whānau when it can, using the emergency contact details provided, and releases information to the school community as appropriate. Depending on the circumstances, our available communication options may include:

* texting/messaging or phoning parents/caregivers
* updating the school website, any social media accounts, school app, parent portal, or student management system
* updating any voice message system with the new status of the school
* putting up signs
* emailing parents/caregivers
* informing local media outlets.

Parents/Caregivers must follow any instructions issued by the school, including not coming to the school to see or collect their children if advised. This is particularly important when the school is in lockdown under police instruction. Our communications with whānau explain how parents/caregivers can be reunited with their children in the event of school closure (on page 215).

Other communications

Our communication plan includes procedures for notifying and liaising with the appropriate emergency service organisations and other relevant services and stakeholders to gain advice, support, and discuss logistics.

We also consider how to manage media enquiries (see "[Media](#O_9125)" on page 123). At our school, the designated media contacts are the board chair and/or principal. The board chair and principal may work closely to prepare a response to a media enquiry, and determine together who speaks to the media.

Related topics

Communicating with Parents (on page 13)

Media (on page 123)

Digital Technology and Online Safety (on page 362)

Evacuation (on page 209)

Lockdown and Shelter in Place (on page 226)

School Closure (on page 215)

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2020 (see "[Term 4 2020 Release Notes - Emergency Planning - Internal Review](#O_36637)" on page 570), Term 3 2018 (on page 615)

### School Closure

The school may need to be closed for instruction for a variety of reasons, including any emergency situation, extreme weather (on page 232) conditions, a public health concern, an urgent health and safety issue (loss of essential utilities), or industrial action.

The Ministry of Education classifies an urgent health and safety issue as one which will close the school (or part of the school) if it's not addressed (e.g. a non-functioning sewerage system or a contaminated water supply).

For more information, see Urgent health and safety work

In some circumstances (e.g. a pandemic), the school buildings and grounds may be closed while learning continues off site. See Distance Learning (on page 24).

The Education and Training Act 2020 also allows a board the power to close a school it administers due to epidemic, flood, fire, or any other emergency. This board responsibility is delegated to the board chair or the principal, who consult with each other and relevant parties as able, before making a decision. We take into account the nature of the situation, the safety of the buildings and grounds, the status of other facilities (including running water, power, and heating), and the health and wellbeing of staff and students. The decision for closure may be made in conjunction with a regional group of schools, the Police, or another agency, or may be directed by the Government.

The principal ensures that the following actions are implemented:

* informing staff of the closure, and any expectations of their attendance
* informing the school community of the closure, using available communication options (see "[Communication During an Emergency, Disaster, or Crisis](#O_23635)" on page 214), and maintaining regular updates about the status of the school and length of the closure (see "[After an Emergency, Disaster, or Crisis](#O_44427)" on page 238)
* liaising with other services and relevant agencies (e.g. transport, before and after school care, onsite workers/contractors)
* ensuring staff and students are released safely.

Staff release and student emergency reunification

When closure is required during school hours, Cambridge High School ensures that staff and students are supported and kept safe until their departure.

The school provides instructions about the release of students in our emergency communications with parents/caregivers/whānau, including any reunification points. Teachers supervise students as needed, keeping them safe and occupied until they are allowed to leave.

The school keeps a record of who collects students – this may be the parent/caregiver, an emergency contact, or another designated person approved by parents/caregivers. We only allow students to make their own way home if it is considered appropriate and safe in the circumstances.

If a student cannot be safely released, the school takes responsibility for their care until an appropriate arrangement is made with their whānau, the Police, and/or Oranga Tamariki.

The principal assesses and manages staffing requirements, including considerations for staff who may be affected by transportation and childcare issues. Staff seek permission from the principal before leaving the school.

If closure is required before the school day begins, board members or staff who can get to school safely inform anyone who arrives on school grounds that the school is closed, and ensure that any unaccompanied students are kept safe until collected.

The school advises the Ministry of Education of the closure as soon as possible, and applies under Section 659 of the Education and Training Act 2020 to reduce the number of half days it must be open for the year.

Related topics

Communication in an Emergency, Disaster, or Crisis (see "[Communication During an Emergency, Disaster, or Crisis](#O_23635)" on page 214)

Evacuation (on page 209)

After an Emergency, Disaster, or Crisis (on page 238)

School Year, Terms, and Holidays (on page 411)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020 (s.654 and s.659)

Health and Safety at Work Act 2015

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2016 (<https://demo.schooldocs.co.nz/16498.htm>)

Keywords: snow, flood, outage

### Emergency Management

Cambridge High School has emergency management procedures in place that allow us to prepare for and respond to fire, gas, and chemical-related emergencies, and situations requiring evacuation and lockdown or shelter in place. We are guided in the development and implementation of our policies by legislation and the advice of relevant agencies.

Printed emergency plans and procedures

Because of the potential loss of electricity, internet, cellular networks, and battery power, we keep an up-to-date printed copy of all our emergency management plans and procedures. See Planning and Preparing for Emergencies, Disasters, and Crises (on page 203).

We keep the printed hard copy in the school office. Twice a year, the office administrator checks that the printed procedures are available and up to date.

After the event

We also have plans in place to support our school community and the operation of our school after an emergency (see "[After an Emergency, Disaster, or Crisis](#O_44427)" on page 238).

Related topics

Planning and Preparing for Emergencies, Disasters, and Crises (on page 203)

After an Emergency, Disaster, or Crisis (on page 238)

Legislation <http://www.legislation.govt.nz/>

Civil Defence Emergency Management Act 2002

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Preparing for emergencies, traumatic incidents, evacuations and lockdowns

National Emergency Management Agency | Te Rākau Whakamarumaru (Civil Defence): Management of emergencies (from the Guide to the National Civil Defence Emergency Management Plan 2015)

WorkSafe | Mahi Haumaru Aotearoa: Emergency Response

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527)

#### Fire

Anyone who finds a fire should:

* raise the alarm immediately
* contact 111
* remove anyone from immediate danger, if necessary.

In response to the fire alarm, or if signalled by the principal or designated person, we start our evacuation (on page 209) procedure. The signal for an evacuation, and an evacuation drill, is a continuous ringing or siren.

We do not attempt to put out the fire unless we can ensure it is safe to do so. We follow the advice of emergency services and prioritise getting everyone to safety. If staff attempt to put out the fire, we take into account the size and location of the fire. In all instances, we ensure that an escape route is maintained.

We do not re-enter the building until given the all clear by authorities. The board decides whether the school can resume operation, in consultation with the principal.

Fire drills and preparation

To ensure that we are prepared in the event of a fire, we:

* ensure all staff know to raise the alarm
* practise fire drills at least every 6 months
* signpost escape routes and keep these clear at all times, and keep emergency exit doors unlocked when a building is occupied
* train staff to use fire extinguishers (and hoses if applicable), and to only use them if it is safe to do so.

Fire prevention

We take steps to limit the risk of a fire emergency at the school, including discussing fire safety with our students. Workers at Cambridge High School ensure that electrical and gas appliances are properly installed, kept in good condition, and operated responsibly. We also take care in the handling and disposal of flammable material (see "[Hazardous Substances](#O_17429)" on page 382).

Any use of fire at our school is only approved if it complies with Fire and Emergency New Zealand regulations. We seek permits if necessary.

False alarms

If a number of false alarms are occurring, we contact our fire alarm provider (and Fire and Emergency New Zealand if necessary) to identify the cause and solve any problems. We ensure that evacuation procedures are not undermined by false alarms.

Related topics

Evacuation (on page 209)

Hazardous Substances (on page 382)

Third-Party Use of School Property (on page 176)

Sleepovers at School (on page 178)

Legislation <http://www.legislation.govt.nz/>

Fire and Emergency New Zealand (Fire Safety, Evacuation Procedures, and Evacuation Schemes) Regulations 2018

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Fire safety

Ministry of Education | Te Tāhuhu o te Mātauranga: Fire safety design requirements for schools

Fire and Emergency New Zealand | Whakaratonga Iwi: Teachers and schools

Fire and Emergency New Zealand | Whakaratonga Iwi: Fire extinguishers

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 3 2017 (on page 625)

#### Gas Leaks

If a gas leak is suspected at the school or in the vicinity of the school, we follow the steps below.

1. Move any person in immediate danger.

Open windows and doors to ventilate the area if the leak is indoors.

1. Turn off valves to gas appliances, LPG cylinders, or the gas meter if it is safe to do so.
2. Warn others in the immediate area.
3. Do not turn on or off any electrical switches, use a cellphone or landline in the area, or allow anybody to smoke or vape in the area.
4. Dial 111 or the school's gas provider from a safe distance where the gas can no longer be smelled. Tell the operator that there is a gas leak, and if possible, tell them what kind of gas.
5. Evacuate the area if advised to, taking into account wind direction.
6. Monitor staff and students for signs of gas inhalation, and give appropriate first aid if necessary.

Symptoms of gas inhalation and carbon monoxide poisoning can include:

* headaches
* nausea
* dizziness
* tiredness and vomiting.

Prolonged exposure or inhalation of high carbon monoxide levels can lead to collapse, unconsciousness, or death.

1. Do not re-enter the affected area or turn the gas back on until cleared by the principal, the school's gas provider, or emergency services.

Related topics

Hazardous Substances (on page 382)

After an Emergency, Disaster, or Crisis (on page 238)

Resources

WorkSafe | Mahi Haumaru Aotearoa: Gas leaks

WorkSafe | Mahi Haumaru Aotearoa: Keep yourself safe from carbon monoxide

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 3 2018 (on page 615)

#### Chemical Spills

At Cambridge High School we treat all chemical spills (liquid or powder) as toxic and dangerous. An inventory of hazardous substances (on page 382) is held onsite and is available to staff and emergency services. We ensure safety data sheets are kept up to date (not more than 5 years old) and are readily accessible.

In the event of a spill, we follow the steps below.

1. Raise the alarm and move all people in the vicinity to a safe area. Consider evacuation (on page 209)of the school, or whether it may be safer to stay indoors.
2. Move away from the spill before using a cellphone or landline if the spill is of a flammable substance.

Dial 111, if necessary, and ask for the fire service. Tell the operator that there is a chemical spill and, if possible, tell them what chemicals are involved.

1. Give appropriate first aid to anyone in contact with the spill. If chemicals have been inhaled or ingested, call the National Poisons Centre for further advice.
2. Contain the spill in an appropriate manner, if it is safe to do so, such as by closing the valve, plugging the leak, or turning the container upright.

* Use safety equipment, including personal protective equipment (PPE), such as rubber gloves, eye protection, overalls, etc.
* If the spill is minor, clean up the spill by following the guidance on the safety data sheet (SDS) for the appropriate substance and using a compatible spill kit, if required. If the spill is major (anything over 200 litres, or labelled as flammable, toxic, fatal, oxidiser, or corrosive), call a certified handler or other specialist for clean-up advice.
* Ensure storm water drains and other public waterways are protected.

Ensure all waterways, soil, unpaved ground, storm water drains, etc. are protected from chemicals. This includes significant spills of non-toxic chemicals or substances that may be harmful to aquatic life and ecosystems.

To assist with this, spill kits may include:

* drain covers
* plastic sheeting
* sandbags
* booms
* other absorbent materials.

Prevent residue such as sweepings and wash water from the clean up process from getting into storm water drains and soil.

1. Advise the principal and staff once immediate safety has been ensured, if they have not been notified already.

The principal may need to advise the relevant local authority (e.g. council) if the spill is likely to enter a waterway.

1. Consider how students can leave the grounds if the spill has not been made safe by the end of the school day.
2. Replace any relevant protective gear, containment equipment, and other items from the spill kit as soon as possible.

Related topics

Gas Leaks (on page 219)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

After an Emergency, Disaster, or Crisis (on page 238)

Resources

WorkSafe | Mahi Haumaru Aotearoa: Hazardous Substances Toolbox

Ministry for the Environment | Manatū mō te Taiao: Spill Control: Thinking ahead for rapid response

Ministry of Health | Manatū Hauora: Poisoning

Environment Canterbury | Kaunihera Taiao ki Waitaha: Pollution Prevention Guide

NIWA | Taihoro Nukurangi: Mitigation

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591), Term 3 2018 (on page 615)

#### Bomb Threat

In the event of a bomb threat, we have procedures in place to minimise risk to everyone on school grounds. We seek the advice of the New Zealand Police if a threat is made. Cambridge High School follows the advice of all authorities and may evacuate (see "[Evacuation](#O_44490)" on page 209) the immediate area if advised. As a general rule, we move all people at least 100 metres away from any item that is suspected to be explosive.

If the school receives a bomb threat over the phone, we follow the guidelines below.

* The person receiving the call should try to keep calm, and not interrupt the caller.
* The person receiving the call should take notes, or ask for help to record information from the call. We keep a copy of the New Zealand Police's Bomb Threat Checklist with the school phone(s). If we receive a suspicious phone call, we pay attention to:
* the caller's voice
* type/tone of language
* background noises.
* After the call, we report it immediately to police.

Related topics

Dealing with a Suspicious Letter or Package (on page 222)

Resources

New Zealand Police | Nga Pirihimana o Aotearoa: Bomb Threat Checklist

Ministry of Education | Te Tāhuhu o te Mātauranga: Preparing for emergencies, traumatic incidents, evacuations and lockdowns

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527)

#### Dealing with a Suspicious Letter or Package

The New Zealand Police provide a list of factors that help a school identify suspicious letters or packages. If the item is not obviously promotional material and has at least three of the factors, we regard it as suspicious.

If we receive mail or find an item on school grounds that appears suspicious, follow the procedure below.

* Assess if the package contains powder or obvious wiring, and if so, evacuate anyone in a 100 metre radius and contact the police.
* Avoid touching the item if possible, and do not open it.
* Do not disturb further if it has been touched or picked up. In this case we gently lower package onto a level surface, or if possible into a plastic bag or envelope for preservation.
* Contact the person the package is addressed to and ask if they were expecting a mail item.
* Wash hands and any other part of the body that has come in contact with the package immediately with soap and water.
* Do not place in a confined space or into water or sand.

If the police need to be contacted, staff provide as much information as possible about the item, location, and any other relevant details. If necessary, Cambridge High School follows the advice of authorities and may evacuate (see "[Evacuation](#O_44490)" on page 209) the immediate area if advised.

Related topics

Bomb Threat (on page 221)

Chain of Custody (see "[Draft: Legal Chain of Custody](#O_21413)" on page 194)

Resources

New Zealand Police | Ngā Pirihimana o Aotearoa: Suspicious mail and bomb threats

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 3 2018 (on page 615)

#### Trespasser on School Grounds

Cambridge High School is committed to providing a safe and secure environment for students and staff, and to protecting our property. Visitors are at the school for a specific reason and follow our visitors (on page 198) policy. If someone is on school grounds without permission they will be questioned by a staff member.

Schools and their grounds are not freely accessible to the public. A person may be considered a trespasser if they are on the grounds without permission or legitimate reason, and/or refuse to leave when requested. We recognise that parents/caregivers have a right to be on site at certain times, and we expect them to meet the requirements of the Community Code of Conduct (see "[Community Conduct Expectations](#O_24792)" on page 15).

If there is someone on school grounds without permission

* Assess the nature of the visitor (non-threatening, or aggressive).
* Follow the procedures for an attacker on school grounds (see "[Violent Intruder on School Grounds](#O_23094)" on page 224) if the person is violent, or becomes violent at any point.
* Greet the person as a visitor, and ask them why they are at the school if they don't seem threatening or violent. Wherever possible, staff have a colleague with them.
* Take legitimate visitors to sign in.
* Follow the procedures below for dealing with a trespasser if their reason for being on school grounds does not seem legitimate.
* Provide the person with an opportunity to discuss their reason for being on site if they are a parent/caregiver of a student.

If there is a trespasser on school grounds

If there is a person on site without reason, they must leave the school grounds.

* Notify the principal or another staff member of the trespasser's description, location, and activity.
* Students and staff should be kept safe, and classrooms secured. This may mean following lockdown (see "[Lockdown and Shelter in Place](#O_4327)" on page 226) procedures.
* The person is no longer considered a trespasser if they leave the school grounds.

If the trespasser refuses to leave

It may be necessary to contact the police if the trespasser refuses to leave school grounds, in which case our staff will follow the steps below.

* Explain to the person that staff will have to call the police. If they still refuse to leave, a staff member calls 111.
* Staff stay with the trespasser until the police arrive if it is safe to do so.
* Use a calm voice if it is necessary to communicate with the trespasser, and avoid attempting to challenge their beliefs.
* Walk away if the trespasser becomes violent or threatening. If possible, keep the trespasser under observation from a safe distance.
* Provide a detailed summary of the event to police if they attend the incident.

School staff do not have the authority, under the Trespass Act 1980, to physically remove the person from school grounds.

Trespass notices

A verbal or written trespass notice may be issued to a person as a last resort. They will be banned from the premises for a specified period of time. The default is two years. Trespass notices that are filed with police remain permanently on an individual's criminal record.

The principal or board is responsible for issuing written trespass notices. If the trespass notice is for a parent/guardian of a currently enrolled student, they must be given an opportunity to respond before the notice is issued.

A trespass notice may be issued to a person who:

* has committed a crime against the school
* has indicated they may commit a crime against the school
* is endangering students, staff, or property
* remains on school property after lawfully being requested to leave
* leaves when requested by school staff but returns later, and is still considered a danger to students, staff, and/or property.

A trespass notice may be withdrawn at any time by the issuer.

Related topics

Attacker on School Grounds (see "[Violent Intruder on School Grounds](#O_23094)" on page 224)

Community Conduct Expectations (on page 15)

Visitors (on page 198)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Trespass Act 1980

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Responding to situations involving strong views

New Zealand Police | Ngā Pirihimana o Aotearoa: Trespass notices

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2021 (see "[Term 3 2021 Release Notes – Internal Review](#O_40491)" on page 550), Term 3 2018 (on page 615)

#### Violent Intruder on School Grounds

Cambridge High School may face an emergency event where a violent or dangerous person is seen on school grounds, who is likely to harm others. In this situation, staff need to remain calm and keep themselves safe.

The New Zealand Police recommend following the Escape, Hide, Tell procedure.

If an attacker is seen on school grounds or shots are heard

* Remain calm and start the lockdown (see "[Lockdown and Shelter in Place](#O_4327)" on page 226) procedure immediately. Do not use the fire alarm.
* Act immediately to escape danger by moving quickly and quietly to a safe location.
* Bring cellphones to contact emergency services if possible. Do not attempt to retrieve a phone if it is not safe to do so.
* Stay out of sight, silence cellphones, and instruct others to do the same.
* Lock or barricade doors, windows, and other entry points. Do not attempt to leave the secure area unless it is safe to do so.
* Dial 111 and ask for the police when it is safe. The caller should:
* identify themselves and the school
* give the school's address as well as key details of the situation such as any casualties, weapons, or number of shots
* give details of the attacker, and the target of their aggression if known
* follow all police instructions.

Only delegated people can end a lockdown.

After an incident (see "[After an Emergency, Disaster, or Crisis](#O_44427)" on page 238), Cambridge High School follows recommended guidance for supporting our community, notifying relevant authorities of the event, and communicating with the public. The principal or board may consider if it is necessary to close the school (see "[School Closure](#O_8858)" on page 215).

Related topics

After an Emergency, Disaster, or Crisis (on page 238)

Community Conduct Expectations (on page 15)

Crisis Management (on page 236)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Preparing for emergencies, traumatic incidents, evacuations and lockdowns

Ministry of Education | Te Tāhuhu o te Mātauranga: Responding after a crisis

New Zealand Police | Ngā Pirihimana o Aotearoa: Know what to do

New Zealand Police | Ngā Pirihimana o Aotearoa: Useful resources (Escape, Hide, Tell)

Release history: Term 2 2023 (see "[Term 2 2023 Release Notes - Internal Review](#O_49064)" on page 495), Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2020 (see "[Term 4 2020 Release Notes - Emergency Planning - Internal Review](#O_36637)" on page 570), Term 3 2018 (on page 615)

#### Lockdown and Shelter in Place

If there is a threat to student and staff safety, Cambridge High School may follow procedures for a lockdown or shelter in place. This usually means we move everyone at the school indoors and we remain there until the "all clear" is given. Our actions may differ depending on the situation, or recommendations from authorities.

A lockdown or shelter in place may be signalled by the principal or their delegate, and authorities such as the New Zealand Police. We practise our lockdown and shelter in place procedures regularly with staff and students (as appropriate).

The information below is an overview of lockdown/shelter in place events. During these events, we follow a detailed plan that is specific to our school. Because there may be a security risk, we do not publish detailed procedures online or share these with the wider school community.

Lockdown/Shelter in place overview

If a situation requires the school to start lockdown or shelter in place procedures, or if we are instructed by authorities such as the New Zealand Police, we follow our emergency management plan. See Planning and Preparing for Emergencies, Disasters, and Crises (on page 203).

The principal or their delegate is responsible for alerting everyone on site (including visitors and contractors) of a lockdown/shelter in place. Everyone on site must follow staff instructions. As appropriate to the situation, Cambridge High School updates parents/caregivers when it can using available communication options. See Communication During an Emergency, Disaster, or Crisis (on page 214).

Parents/Caregivers must follow any instructions issued by authorities and the school, including not coming to the school to see or collect their children if advised. This is particularly important if the school is in lockdown under police instruction.

Lockdown

Lockdown is usually used in response to an incident directed at the school (e.g. a dangerous person on school grounds).

During a lockdown, we stay inside until we receive the "all clear". We follow the direction of authorities and emergency services to minimise the threat to people at the school.

If we do not receive detailed instructions from authorities and/or emergency services, we follow our standard lockdown procedures until further information is available.

If we decide the situation does not require a full lockdown, or are advised by authorities that a full lockdown is not required, we may follow a shelter in place response.

Shelter in place

Shelter in place is usually used in response to an incident near the school, but not directed at the school specifically (e.g. a severe weather event, or an incident in the community that is not in or near the school grounds).

During a shelter in place, staff move everyone who is on site inside. We close doors and windows and, if necessary, shut down heating, ventilation, and air conditioning systems (e.g. if there are airborne hazards in the environment).

We restrict entry and exit to school buildings and continue normal school activities as much as possible. We do not allow anyone in or out of the grounds and buildings until we receive the "all clear".

Related topics

Trespasser on School Grounds (on page 223)

Attacker on School Grounds (see "[Violent Intruder on School Grounds](#O_23094)" on page 224)

Communication During an Emergency, Disaster, or Crisis (on page 214)

Crisis Management (on page 236)

Extreme Weather (on page 232)

School Closure (on page 215)

Evacuation (on page 209)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Preparing for emergencies, traumatic incidents, evacuations and lockdowns

Planning and preparing for emergencies: Practical information and guidance for schools and early learning services

New Zealand Police | Ngā Pirihimana o Aotearoa: Crowded places strategy

Release history: Term 2 2023 (see "[Term 2 2023 Release Notes - Internal Review](#O_49064)" on page 495), Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527)

Keywords: reverse evacuation, Invacuation, lockdown, lock-down, lock down

### Disaster Management

Cambridge High School recognises that natural hazards can happen any time and without warning and we may need to implement disaster and evacuation procedures during the school day. This may involve civil defence emergency management (CDEM) and the National Emergency Management Agency (NEMA).

Natural hazards include events such as earthquakes, floods, landslides, storms, tsunamis, and volcanic activity. See In an emergency (Get Ready).

In the event of a civil defence emergency, the school works cooperatively with local authorities. Individuals and families must stay informed during an emergency, which can include listening to the radio, receiving emergency mobile alerts, checking online sources, and keeping in touch with neighbours.

Our emergency kits and supplies (on page 212) are used as needed in the event of a natural hazard.

Immediately after a disaster

Immediately after any disaster and evacuation procedure during the school day, the principal, or acting principal, oversees the actions below.

1. Establish a control centre, including identifying the staff who will manage the emergency procedures (e.g. an emergency management group, incident management team, or delegated staff).

* Check if safe areas have been identified and are being used.
* Appoint staff to monitor assigned safe areas and manage any injuries.
* Inform the board chair of the situation.
* Appoint a spokesperson for any media (on page 123) contact.

1. Check the attendance record (see "[Attendance Procedures](#O_17745)" on page 393), including all students, staff, and any visitors, to ensure everyone has been accounted for. Follow up any missing people immediately. See Missing Student Procedure (on page 329).
2. Assess the situation and decide if evacuation to an offsite location is required (e.g. flash floods, tsunami, or volcanic eruption).

* If students are moved to a place of safety off site, notices are clearly displayed in relevant places to advise the location of students.

1. Determine whether school closure (on page 215) is necessary.
2. Notify parents/caregivers as appropriate. See Communication During an Emergency, Disaster, or Crisis (on page 214).
3. Begin planning to support any people unable to leave the school at the end of the day.

If anyone at the school has been seriously injured or killed as a result of the disaster, the principal employs our crisis management (on page 236) processes.

After the disaster

If a decision is made to close the school, the principal, in conjunction with relevant board members, assesses the circumstances and decides when the school will reopen, and advises the Ministry of Education.

Before the school is reoccupied, a school representative visually checks the buildings and grounds for signs of damage. If there are any concerns about buildings after this check, we contact a property professional.

We also consider the welfare needs of our school community in the aftermath of a disaster. This includes recognising that students and staff may be experiencing emotional distress, and may require culturally-sensitive support systems to recover.

There are a number of important steps and actions we take following any disaster. See After an Emergency, Disaster, or Crisis (on page 238).

Requisitioning of the school

During a state of emergency, Cambridge High School may be requisitioned to be used as a relief centre by police or civil defence. The board, principal, or another person in control of the school grounds, buildings, and equipment must receive a written statement specifying which property is being requisitioned and must provide assistance for the effective and safe use of the property.

Related topics

Planning and Preparing for Emergencies, Disasters, and Crises (on page 203)

Emergency Kits and Supplies (on page 212)

School Closure (on page 215)

First Aid Training and Supplies (on page 243)

Managing Injuries and Illness (on page 250)

Crisis Management (on page 236)

Legislation <http://www.legislation.govt.nz/>

Civil Defence Emergency Management Act 2002

Resources

New Zealand Red Cross | Rīpeka Whero Aotearoa: Caring for yourself and others before, during and after a crisis (includes printable advice on managing distress)

National Emergency Management Agency | Te Rākau Whakamarumaru

Get Ready

Get Ready: Get your school ready for an emergency

Ministry of Education | Te Tāhuhu o te Mātauranga: Civil defence emergency relief at schools

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527)

#### Earthquakes

Cambridge High School holds earthquake drills (see "[Evacuation](#O_44490)" on page 209) regularly so that staff and students can react quickly during a real earthquake. During drills, we consider the needs of students and staff who may need additional support.

When we hold an earthquake drill, the signal is the intermittent (pulsing) ringing of the bell.

Drill preparation

Before an earthquake drill, staff can identify and address potential hazards using the Earthquake Hazards Checklist .

The noise of an earthquake (e.g. sound of falling and breaking items or alarms) may be frightening but is not necessarily dangerous. Discussing noise is part of earthquake preparation.

Procedures for drills and actual event

Indoor learning spaces

1. We use a command such as, “Earthquake! Drop!” or "Drop, Cover, Hold".
2. On the command, everyone should immediately Drop, Cover, and Hold. The aim is to take cover within four seconds. During a drill, we repeat until this is achieved.

* Drop: Drop to the ground, making a "turtle" on the floor.
* Cover: Cover your head and neck (or whole body if possible) under a desk or table. Grip the furniture legs to keep the furniture steady. Face away from windows.
* Hold: Hold your position until the shaking stops. Look down, not sideways, to protect your head from hazards such as flying glass or falling objects. If the shaking moves your shelter around, move with it. Students should remain in position until instructed to get up.

Staff also follow the procedure to keep themselves safe so that they can help during and after an earthquake.

1. We keep talking to students, stressing the importance of remaining quiet so students can hear instructions, and staff can hear injured or frightened students.
2. Students must stay in position until the teacher has checked that it is safe to stand up. A staff member must check for hazards and clear them away, if required, and safe to do so. Remind students that there may be aftershocks that will require them to take cover again.

When no immediate cover is available

Indoors

* In a stairway, for example, move to an interior wall. Turn away from any windows and Drop, Cover, and Hold.
* In an elevator, Drop, Cover, and Hold. When the shaking stops, get out at the nearest floor if you can do so safely.
* In areas such as libraries or storerooms, move away from shelves and windows and Drop, Cover, and Hold.
* During gatherings, such as assemblies, individuals:
* on the floor should get on their knees, cover their heads with their hands, make themselves small, and stay crouched together
* on bench seats should cover their heads with their hands and lean forward, face down to their knees
* on auditorium seats should lean forward and cover their head or, if possible, drop to the ground in front of their seat to take cover.

Outdoors

* Move no more than a few steps away from buildings, trees, and power lines then Drop, Cover, and Hold.
* Scan for dangers before moving.

In water

* If in a pool, create a secure huddle if possible and hold tight. Stay away from the edges and wait until the shaking has stopped before leaving the water. Follow the instructions from the person in charge.
* If in the sea, there may be a tsunami risk. Don't wait for an official warning – get out of the water immediately. Follow the instructions from the person in charge and go to the evacuation zone or higher ground as necessary.

Following an earthquake, move to the appropriate assembly area if an evacuation is signalled. See Evacuation (on page 209).

Earthquake response for disabled students and staff

In the event of an earthquake, hazard management is particularly important for people who may require additional support. Preparation may include having regular discussions about potential hazards and tailoring plans for individual students, and all relevant staff should be familiar with such plans.

Our plans address the diverse needs of our students and staff, and those with medical, physical, emotional, and sensory needs are catered for. We recognise that students or staff with disabilities who have difficulty moving, hearing, seeing, communicating, and/or learning may need specific support related to their disability during an emergency, disaster, or crisis.

We ensure that medical supplies, staffing, and equipment is in place and used to assist during an emergency, as needed. Individual plans may be developed, including considerations of an emergency kit, sensory items, picture words and schedules, medical needs/equipment, and communication supports.

Planning and preparing for an emergency (Ministry of Education, p.7)

Where possible, disabled students should be positioned away from glass doors and windows, and out of the path of potential falling or moving items. Wheelchairs should have the wheels locked when in class.

Students who cannot Drop, Cover, and Hold should get as low as they can and Sit, Cover, and Hold, and should cover their head and neck with both hands. Staff must attend to their own safety, which may mean taking cover and giving instructions from a safe place. If a carer is with the student they may be able to help them take cover in a suitable place. Otherwise, help the student cover their head and neck.

After an earthquake

When the shaking stops

When the shaking stops, a teacher will let students know when they can stand up and we can take the steps below. If there is more shaking, we Drop, Cover, and Hold again.

* Follow the evacuation procedure (see "[Evacuation](#O_44490)" on page 209) if signalled. Small earthquakes or aftershocks may not require evacuation.
* Check those around you and offer help if necessary and safe to so – get people away from dangerous areas.
* Call 111 and/or administer first aid (see "[First Aid Training and Supplies](#O_5643)" on page 243) if anyone needs medical help.
* Monitor information sources for instructions from local authorities as appropriate.
* If you smell gas or hear a blowing or hissing noise, open a window and get everyone out quickly. Turn off the gas, using the outside main valve if you can. If you turn off the gas for any reason, it must ONLY be turned back on by a registered plumber or gas fitter. See Gas Leaks (on page 219).

Student release

Students will not be released to go home after a major earthquake until signed out by a parent/caregiver or authorised emergency contact. Students may be distressed by the earthquake and anxious to be with their family/whānau. Continue to provide reassurance that they are best to stay at school until they are collected. See School Closure (on page 215).

Ongoing operations and return to school

The decision to continue school operations rests with the board, in consultation with the principal. Before the school is reoccupied, we follow the Ministry of Education's guidance for checking school property after a major incident. See After an Emergency, Disaster, or Crisis (on page 238).

Related topics

Evacuation (on page 209)

Disaster Management (on page 227)

First Aid Training and Supplies (on page 243)

School Closure (on page 215)

After an Emergency, Disaster, or Crisis (on page 238)

Resources

Get Ready: Earthquakes

Get Ready: New Zealand Shake Out (includes tsunami hīkoi)

Get Ready: Advice for Disabled People

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596)

#### Extreme Weather

Cambridge High School monitors weather warnings (severe and extreme) issued by MetService and notifies our school community of any school closure (on page 215).

If extreme weather threatens during the school day, we follow our disaster (see "[Disaster Management](#O_8856)" on page 227) and crisis management (on page 236) procedures as appropriate, including monitoring information sources for instructions from local authorities. We may need to shelter in place or evacuate (see "[Lockdown and Shelter in Place](#O_4327)" on page 226).

Storms

Storms may bring large hail, high winds, heavy rain or snow, thunder, lightning, and tornadoes. A thunderstorm warning from MetService may include one or more of these events.

If there is time before the storm arrives:

* bring inside or tie down anything that could break or cause injury
* turn off and unplug small electrical items (e.g. chargers, routers, landline phones, and devices) as appropriate to protect them from power surges/damage and to prevent electric shocks.

Once the storm arrives:

* if students are outside, bring them inside when a storm is imminent and/or you hear thunder (don't continue outdoor activities until at least 30 minutes after the storm has passed
* stay inside and away from windows
* stay away from objects that conduct electricity (e.g wires, cables, and appliances) and any falling items to avoid injury
* if there is a power outage, unplug large appliances to prevent possible damage when power is restored
* unplugged devices (e.g. laptops, tablets, cellphones, and cordless phones) are safe to use indoors.

High winds

If MetService issues a severe weather warning (e.g. strong wind gusts, gales):

* move/stay inside and away from windows
* shut and cover all windows (e.g. pull the curtains/close blinds) in order to protect people from any broken glass or debris
* secure any unanchored outdoor structures or playground items that could get blown about and cause damage.

Tornadoes

Tornadoes sometimes occur during thunderstorms in some parts of New Zealand. Warning signs include a long, continuous roar or rumble, or a fast approaching cloud of debris. If a tornado funnel is seen, take shelter immediately, and:

* alert the school using an appropriate signal (e.g. shelter in place)
* move students to interior rooms with no windows on the ground floor
* move to the centre of the room and drop to the ground (making "a turtle") – cover your head and neck (or whole body if possible). Get under sturdy furniture, if possible.

If caught outside, get away from trees if possible. Lie down flat in a ditch or low spot and protect your head.

Heavy snow and rainfall

In the event of heavy snow or rain, our school monitors the situation and considers closing the school. If flooding is a potential risk during the school day, we consider following our evacuation procedures.

Floods

Flooding may be caused by heavy rainfall, creeks or rivers overflowing, high tides, or a tsunami.

During a flood, we:

* follow the instructions provided by local civil defence and emergency management authorities
* evacuate to higher ground if required
* stay out of flood water as it may be contaminated
* turn off water, electricity, and gas if advised to
* move records, electrical equipment, and furniture onto higher floors to prevent damage if possible and safe to do so.

Extreme temperatures

When the temperature is very hot (e.g. heatwave), we:

* stay out of the sun and remain indoors as much as possible
* limit physical activity and encourage everyone to drink plenty of water
* recommend wearing loose, lightweight clothing
* keep buildings cool by closing curtains or blinds and opening windows for ventilation (air conditioned areas are used if possible)
* monitor the inside temperature.

When the temperature is very cold, we:

* use appropriate heating throughout the day
* encourage everyone to wear suitable clothing to stay warm, which may involve wearing layers under the school uniform.

We monitor for signs of temperature-related conditions and seek medical help if required.

Ongoing operations and return to school

The decision to continue school operations rests with the board, in consultation with the principal. Before the school is reoccupied, we follow the Ministry of Education's guidance for checking school property after a major incident. See After an Emergency, Disaster, or Crisis (on page 238).

Related topics

Planning and Preparing for Emergencies, Disasters, and Crises (on page 203)

Disaster Management (on page 227)

First Aid Training and Supplies (on page 243)

School Closure (on page 215)

Resources

MetService | Te Ratonga Tirorangi

Get Ready: Storms

Get Ready: Floods

Ministry of Education | Te Tāhuhu o te Mātauranga: Managing thermal comfort in classrooms

Cyclones

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 3 2018 (on page 615)

#### Volcanic Activity and Ashfall

Volcanic activity is a major natural disaster in Aotearoa New Zealand that can cause widespread damage, injuries, and/or death. Ashfall in particular can travel hundreds of kilometres from the actual volcano. Although a volcanic eruption is rare, we take the necessary precautions and actions to reduce the impact on our school community. We stay informed by monitoring information sources and following our disaster and crisis management procedures if needed. There is separate planning in place for other related natural disasters (e.g. earthquakes and tsunami).

Volcanic activity

* In the case of ashfall or a volcanic eruption, the relevant civil defence emergency management group will declare an emergency and the area will be evacuated (see "[Evacuation](#O_44490)" on page 209) or the school will be closed (see "[School Closure](#O_8858)" on page 215). Staff monitor updates (online or radio) and contact parents (see "[Communication During an Emergency, Disaster, or Crisis](#O_23635)" on page 214) as appropriate.
* If the school is in the path of a potential lava flow, follow emergency evacuation procedures immediately. Use an alternative evacuation site if lava flow threatens the normal evacuation site.
* If there is enough time and if it is safe, designated staff cover outside school equipment or move it into a covered space. This may include vehicles and machinery.

During an ashfall event

* Stay indoors (shelter in place) during heavy falls and until civil defence has declared it safe. See Lockdown and Shelter in Place (on page 226).
* Put on dust masks if available (P2 or N95 rated safety masks are recommended), or at least improvise with a handkerchief or cloth.
* Anyone who wears contact lenses should change to eye glasses if possible. Ash trapped behind contact lenses can scratch your eyes.
* Close windows and doors to stop ash entering any buildings. Place damp towels in doorways to prevent ash being tracked indoors.
* Turn off heat pumps and all air conditioning units and any other equipment that draws in or blows air.
* Consider those with respiratory difficulties (e.g. asthma (on page 263)or bronchitis) and have masks and medication available.
* Cover sensitive electronics and do not remove covers until the indoor environment is completely ash free.
* Be mindful of cell phone use to avoid overloading the network.
* Designated staff monitor the amount of ash on the roof and order an evacuation of any buildings that show signs of sagging.

After an ashfall event

After an ashfall event, we stay inside as much as possible. We contact the local council or civil defence emergency management (CDEM) group for advice on water contamination, cleaning up and disposing of ash. We clean up in an environmentally responsible way.

Ongoing operations and return to school

The decision to continue school operations rests with the board, in consultation with the principal. Before the school is reoccupied, we follow the Ministry of Education's guidance for checking school property after a major incident. See After an Emergency, Disaster, or Crisis (on page 238).

Related topics

Evacuation (on page 209)

Emergency Kits and Supplies (on page 212)

After an Emergency, Disaster, or Crisis (on page 238)

Resources

Get Ready: Volcanic Activity

GNS Science | Te Pū Ao: Volcanoes

Ministry of Health | Manatū Hauora: Keeping safe from volcanic ash

GeoNet: Volcanic Alert Levels

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 3 2018 (on page 615)

### Crisis Management

A crisis or traumatic incident may involve students, staff, members of the board or school community, or a visitor to the school. An incident doesn't have to occur on site or during school hours (e.g. EOTC or sporting event). Examples may include a serious injury, illness, abuse, violence, death, and natural disasters. The Ministry of Education broadly defines traumatic incidents as events that:

* cause unexpected or sudden disruption to school operations
* adversely impact a large number of students, staff, and/or parents/caregivers in the community
* create major dangers or risks to the physical and emotional wellbeing of any individual
* attract negative or intense public attention.

When a crisis occurs, there is little time to consider the best course of action. We use our Crisis Management Guide .

This Guide is printed and kept with our other printed emergency plans and procedures (see "[Planning and Preparing for Emergencies, Disasters, and Crises](#O_8846)" on page 203). It can be used flexibly as a checklist.

We have emergency, disaster, and crisis management (on page 202) procedures in place and these are made known to all staff well in advance.

Immediate actions following any crisis or traumatic event

We have processes in place for managing injuries and illnesses (see "[Managing Injuries and Illness](#O_5639)" on page 250).

In the event of sudden death or serious injury to a student or staff member, the school's immediate response is to dial 111 and involve the appropriate emergency services. Informing the parents or next of kin is usually a police responsibility and they may involve staff or Victim Support if appropriate. It is possible, however, that the news could reach family members through informal channels and social media, and crisis management planning takes this into account.

The principal, or acting principal or other delegated person, activates our Crisis Management Team to determine priorities and actions. Our team consists of the principal, board chair, and other appropriate staff.

Our Crisis Management Team meets as soon as possible after being informed. The team's responsibilities include:

* briefing all workers about the incident and concerns around confidentiality
* gathering facts and keeping records of decisions
* informing and supporting our school community (e.g. considering welfare needs)
* planning how to manage and respond to the media (e.g. appointing a media spokesperson)
* preparing written statements or scripts
* accessing the Ministry of Education Traumatic Incident teams (0800 848 326) for support, if needed.

Following the event, we carry out necessary actions as outlined in our Guide and follow other relevant processes – see After an Emergency, Disaster, or Crisis (on page 238). We also consider ways to strengthen and improve our crisis management procedures if necessary.

If another school in our area is experiencing a traumatic incident, we offer support where we can.

Our school has separate planning in place for other events, such as emergencies (see "[Emergency, Disaster, and Crisis Management](#O_41342)" on page 202) and disasters (see "[Disaster Management](#O_8856)" on page 227), that may need crisis management.

Related topics

After an Emergency, Disaster, or Crisis (on page 238)

Emergency, Disaster, and Crisis Management (on page 202)

Managing Injuries and Illness (on page 250)

Preventing and Responding to Suicide (on page 323)

Abuse Recognition and Reporting (on page 305)

Communicating with Parents (on page 13)

Responding to Student Wellbeing Concerns (on page 316)

Staff Wellbeing (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

WorkSafe Notifiable Events (on page 256)

EOTC Incidents (on page 48)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Emergencies and traumatic incidents

Responding to Traumatic Incidents

Traumatic Incidents: Managing Student and Staff Wellbeing

Ministry of Education | Te Tāhuhu o te Mātauranga: Behaviour Crisis Response Service

New Zealand Red Cross | Rīpeka Whero Aotearoa: Caring for yourself and others before, during and after a crisis (includes printable tips and information)

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527)

### After an Emergency, Disaster, or Crisis

Cambridge High School undertakes a number of important actions in the aftermath of an emergency, disaster, or crisis.

Support

Cambridge High School takes the necessary actions to support our school community. We monitor the wellbeing of students (see "[Supporting Student Wellbeing](#O_25608)" on page 314) and staff (see "[Staff Wellbeing and Safety](#O_41353)" on page 333) in the aftermath of an event or incident, and provide support (and links to support networks) as needed. Some common reactions may include:

* feeling a range of emotions (e.g. sad, lost, confused, and anxious)
* having difficulty thinking, concentrating, or managing tasks
* experiencing physical problems (e.g. sleep problems, headaches, trembling)
* feeling socially withdrawn or irritated by others.

Each individual may respond differently and we know it takes time to recover. If necessary, we contact the Ministry of Education regional office for support, including possibly accessing the Traumatic Incident teams, who can help establish effective systems to reduce the emotional, psychological, and physical impact on our school community.

Cultural considerations

Our school considers culturally relevant ways to support the school community after an incident. A culturally sensitive response requires understanding the expectations, values, beliefs, interactions, and familiar practices of the community. We acknowledge that our community is diverse and people may be impacted differently.

At Cambridge High School we may consider:

* holding a schoolwide assembly
* carrying out cultural/religious practices (e.g. karakia, tangi)
* consulting with a cultural advisor for guidance and support
* engaging in familiar routines to provide some relief (e.g. preparing food for others or creating cards)
* communicating in languages that are familiar to the community.

Communication after an event

Our communication after an emergency, disaster, or crisis is designed to inform and reassure our school community, and minimise any rumours, speculation, and misinformation. We debrief staff as appropriate and determine what information can be released to students and whānau (this may be done in consultation with emergency services, the Ministry of Education, a particular family, a lawyer, and/or others). We consider the nature of the event, confidentiality, the wishes of those involved, and cultural factors.

There may be continuing media interest after an event or incident, and we follow our media (on page 123) policy to ensure that we liaise with the media in the most appropriate and beneficial way for our school community.

Documentation, reporting, and review

We ensure that we have appropriately documented events, including reporting to the board, the police, and other relevant agencies, as needed. We notify WorkSafe (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254) about any serious risks or injuries arising from fires, gas leaks, and chemical spills, and about any serious illness, injury, or death arising from any other emergency, disaster, or crisis event (if required).

We debrief and evaluate our response to the event, and update our policies and procedures to address any gaps or issues. We also ensure that first aid and emergency supplies are restocked and other resources are updated as needed.

Property management

If the school has been evacuated or closed, we do not re-enter the school buildings or reopen the school until it is safe.

We follow the Ministry of Education's guidance for checking school property after a major incident. This involves:

* visually checking buildings and grounds
* organising urgent repairs (if needed)
* engaging an engineer (if appropriate)
* organising non-urgent repairs (if needed)
* making an insurance claim (if needed).

If school property has been affected by an emergency or disaster, we contact our local emergency response coordinator (ERC) , who will work with the school and the Ministry to coordinate the response effort with the relevant emergency services, get the school site safe, and get the school operating again.

If we may need to make an insurance claim, we contact our Ministry property advisor for advice before making any repairs, and are guided by the required steps of the School Building Insurance Funding Programme.

Resuming operations

We aim to return to partial or full operation as soon as possible. Before making a decision about when and how to continue operations, we take into account the nature of the event, the safety of the buildings and grounds, the status of other facilities (including running water, power, and heating), and the health and wellbeing of staff and students. We also give consideration to any cultural practices that may benefit our community before resuming instruction. If necessary, we may reopen for instruction through distance learning (on page 24) or at a temporary offsite location.

Related topics

Emergency Management (on page 217)

Disaster Management (on page 227)

Crisis Management (on page 236)

Supporting Student Wellbeing (on page 314)

Staff Wellbeing (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)

Media (on page 123)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Finance and Property Management Policy (on page 149)

Distance Learning (on page 24)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: After an emergency (links to tips)

Ministry of Education | Te Tāhuhu o te Mātauranga: Responding after a crisis (information about Traumatic Incident teams)

Ministry of Health | Manatū Hauora: Mental health advice for coping after a traumatic event (includes language resources)

Get Ready: Look after your mental wellbeing

Ministry of Education | Te Tāhuhu o te Mātauranga: Checking your property after a major incident

WorkSafe | Mahi Haumaru Aotearoa: What events need to be notified?

Release history: Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527)

### COVID-19 Health Measures

At Cambridge High School, we comply with all government measures to respond to and manage COVID-19, including the New Zealand government's shift to a new long-term approach .

We are guided by the Ministry of Health and Ministry of Education, and include COVID-19 in our health and safety planning and risk assessments. We use assessment tools and controls to document our risk management procedures. Cambridge High School complies with the Health and Safety at Work Act 2015 to manage risks and protect staff, students, and our community. See Risk Management (on page 191).

Cambridge High School keeps our school community informed about our health and safety response through a range of communication channels (see "[Communicating with Parents](#O_7428)" on page 13).

Teaching and learning

Cambridge High School is open to all students for on site learning. Cambridge High School supports off site learning for students who are required to self-isolate.

See Distance Learning (on page 24).

Health measures to reduce transmission

Cambridge High School implements health measures to reduce the risk of COVID-19 transmission. These include ensuring our indoor spaces are ventilated appropriately, maintaining good hygiene practices, staying home if sick, and getting tested as appropriate. Anyone who tests positive for COVID-19 must follow the appropriate self-isolation guidelines.

See Health Measures to Reduce Transmission .

Cambridge High School supports those at higher risk of illness to take extra precautions as appropriate. Our health and safety plans may include measures such as reducing the numbers of staff working with an at-risk student, utilising spaces with the greatest ventilation, mask wearing, and building a culture of manaakitanga that supports good hygiene practices. See Supporting ākonga at higher risk of illness from COVID-19 .

Mask wearing

Mask wearing is no longer strongly encouraged in school settings and is not required on school or public transport. Cambridge High School may choose to use masks if our risk assessment determines it is appropriate. We support individuals to continue to wear masks if they choose to do so.

Related topics

Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268)

Immunisations (on page 270)

Distance Learning (on page 24)

Employer Responsibility Policy (on page 85)

Health, Safety, and Welfare Policy (on page 181)

Health Conditions (on page 258)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Privacy Act 2020

Resources

General

Te Mahau: KŌWHEORI-19 | COVID-19 (Ministry of Education)

Unite against COVID-19: The next phase of our COVID-19 response

Unite against COVID-19: Isolation and care

Risk assessment

Te Mahau: COVID-19 health and safety response (see Risk assessment and planning for COVID-19)

Te Mahau: Supporting ākonga at higher risk of illness from COVID-19

Te Mahau: Managing staff

Ministry of Health | Manatū Hauora: COVID-19 vaccines

business.govt.nz: COVID-19: Information for businesses

WorkSafe | Mahi Haumaru Aotearoa: COVID-19 controls at work

Employment New Zealand: COVID-19 and the workplace

EONZ: EOTC Learning through Covid-19

NZSTA | Te Whakarōputanga Kaitiaki Kura o Aotearoa: COVID-19 Information for Boards

COVID

Release history: Terms 2 & 3 2022 (see "[Term 1 2022 Release Notes – COVID-19 – Internal Review](#O_43520)" on page 532), Term 1 2022 (see "[Term 1 2022 Release Notes – COVID-19 – Internal Review](#O_42058)" on page 533), Term 4 2021 (see "[Term 4 2021 Release Notes – COVID-19 – Internal Review](#O_41251)" on page 546)

## Healthcare

Cambridge High School aims to fulfil our primary duty of care (on page 187) under the Health and Safety at Work Act and to create an inclusive (see "[Inclusive Education](#O_16397)" on page 28) and safe physical and emotional environment, which meets the requirements of the Education and Training Act. Providing effective healthcare policies is an important part of this responsibility.

We make every effort to ensure students have barrier free access to the education they are entitled to under the Education and Training Act 2020 (NELP: Objective 2, Priority 3). We have support systems in place for students and staff with diagnosed health conditions and for students and staff who return to school after a health-related absence.

School staff are trained to assist with healthcare (including managing medicines and dealing safely with blood and other body substances), and the school provides healthcare supplies and facilities. We communicate with parents/caregivers to keep accurate and up-to-date health information for students.

When an injury or illness occurs at school we have clear processes for providing first aid and communicating with key people.

Cambridge High School keeps records of accidents, injuries, and illnesses that happen at school (including near misses) and investigates and reports on these as appropriate.

To protect our school community, we also have policies and processes for managing infectious diseases.

The principal assures the board that policies and procedures relating to first aid, recording and notification of accidents, and managing/administering/recording medication are up to date and implemented correctly. See Self-Review and Board Assurances (on page 78).

Related topics

Health and Safety Management (on page 184)

Student Wellbeing and Safety (on page 297)

Staff Wellbeing and Safety (on page 333)

Communicating with Parents (on page 13)

Privacy (on page 396)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Keeping people healthy and safe

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519)

### First Aid Training and Supplies

This topic is about first aid training and supplies. For information about how we administer first aid, see Managing Injuries and Illness (on page 250).

As a PCBU (person conducting a business or undertaking), the board has a legislative duty to provide first aid . We have assessed our first aid needs and ensured Cambridge High School has the appropriate facilities, first aid supplies, and number of certified first aiders.

First aid supplies may include:

* disposable gloves
* sterile saline solution, antiseptic solution, wound cleaning wipes (or some other means of cleansing wounds)
* triangular bandages (or some other means of immobilising an upper limb injury)
* rolls of stretchable bandage, safety pins, bandage clips, or tape (or some other means of holding dressings in place)
* sterile wound dressings, adhesive wound dressings, sticking plasters
* eye wash and eye wash container
* resuscitation mask or face shield
* scissors and tweezers
* ice pack
* first aid manual
* a list of local emergency numbers.

Some school spaces such as laboratories, workshops, or swimming pools have specific risks that may require additional supplies.

First aid kits should be clearly labelled "First Aid Kit", include a list of what is in the kit, and be in a container that protects the contents from dust, moisture, and contamination.

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

At Cambridge High School, we support staff to be trained in first aid and to renew their certification every two years. A list of certified first aiders is kept in the health clinic.

Signage directs users to first aid supplies and equipment, which are kept in the health clinic. There are also first aid kits in all faculties. Ice packs are kept in the staffroom and the health clinic. Medicines in the first aid supplies (e.g. paracetamol) are administered according to our Medicines (on page 245) policy.

First aid supplies are regularly checked and restocked. This includes checking expiry dates. When using supplies, we notify the appropriate person so these can be restocked.

The school maintains travelling first aid kits, which must be taken on trips away from school. We record any supplies used and notify the appropriate person so these can be restocked. We have additional health and first aid guidelines for all Education Outside the Classroom (EOTC) (see "[EOTC Health and First Aid](#O_26093)" on page 69) activities.

Related topics

Risk Management (on page 191)

Medicines (on page 245)

Dealing with Blood and Body Substances (on page 247)

EOTC Health and First Aid (on page 69)

Emergency Kits and Supplies (on page 212)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Health and Safety at Work Act (General Risk and Workplace Management) Regulations 2016

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: CPR Training and Automated External Defibrillators (AEDs) in schools

WorkSafe | Mahi Haumaru Aotearoa: First aid at work

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 4 2020 (see "[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)" on page 571), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

### Medicines

At Cambridge High School, we value the health (hauora) of our staff and students. We ensure student medication is kept securely and taken appropriately, and staff are responsible for their own medication. This policy applies to prescription and non-prescription medication.

Information about student health conditions is noted in our student management system. Staff have access to this information as appropriate and are familiar with the medical needs of students they have regular contact with. We ask that students taking medicine that might cause impairment disclose this so we can support the student and ensure everyone's safety.Our Privacy Guidelines (on page 397) apply at all times.

Storing medication

We observe the following guidelines when storing medicines.

* Medication held by the school is stored securely in the health clinic. Medication is refrigerated as required.
* Medication must be supplied in its original container/packaging labelled with the name of the student and dose required. Any variation in dose must be notified in writing.
* Medication must be delivered to school by parents/caregivers, not by students.
* School supplies of pain relief medicine (e.g. paracetamol) for students and staff are kept in pack sizes that are available when purchased over the counter, and are kept in its original packaging.
* Staff are responsible for ensuring their own medication brought to school is kept securely.
* Emergency allergy medication is kept in the staffroom and the health clinic with the first aid kit.
* Expiry dates are checked regularly and parents/caregivers are advised if supplied medication needs replacing.
* When off school grounds (e.g. EOTC, sports etc), all medication is held by a designated person and individual medication is administered as required and recorded. See EOTC Health and First Aid (on page 69).
* In the event of an evacuation, staff bring essential medication to the assembly area. See Evacuation (on page 209).
* Medication that is no longer required is returned to the parents/caregivers.

Students with specific health conditions, such as allergies (on page 260), asthma (on page 263), or diabetes (on page 265), may have specific requirements in relation to accessing their medication.

Administering medication

The school will not administer medication to a student without formal parental consent. However, non-prescription paracetamol may be given with verbal consent and instruction on the appropriate dosage from a parent.

Parents are asked to administer student medication outside school hours when possible. If a student requires medication during school hours, we only administer prescription medication to students whose parents/caregivers have completed a medicine authority form (on page 247). Forms are stored appropriately and health information is kept private. Medication is administered with due care and attention to the instructions. We carefully monitor some medication in particular (e.g. mood/behaviour altering drugs) so parents/caregivers can be assured it is being taken as prescribed.

We observe the following guidelines when administering medicines.

* All medication held by the school is administered through the school office and nurse.
* Staff with authority to administer medication on behalf of parents/caregivers keep appropriate records and store medication safely.
* To ensure the safe management of medication:
* all medication given to students is recorded
* the record shows the name of the student, the dose given, the time and date given, the person administering and any other action taken.
* If a staff member requires school-supplied pain relief, it is only given by someone who is medically trained to do so, otherwise the staff member self-administers the medicine.

When needed, we consult a parent/caregiver or health professional (e.g. doctor, public health nurse) as soon as practicable. In an emergency, we provide first aid (see "[Managing Injuries and Illness](#O_5639)" on page 250) and call emergency services as required. Medication is administered according to the student's health plan (see "[Health Conditions](#O_12612)" on page 258) if provided.

Students responsible for their own medication

Many of our students manage their own medication needs (e.g. antibiotics, migraine medication). We expect students to ensure any medication they bring to school is kept as securely as possible. Students must not share medication with other students.

We ask parents/caregivers to keep us informed about any medications a student is required to take regularly at school so that we can support the wellbeing of the student as needed.

Cambridge High School completes an internal audit of procedures, and assures the board that staff have been briefed and are implementing healthcare policies and procedures correctly. See Self-Review and Board Assurances (on page 78).

Related topics

Allergies (on page 260)

Asthma (on page 263)

Diabetes (on page 265)

Alcohol, Drugs, and Other Harmful Substances Policy (on page 345)

Privacy (on page 396)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Supporting ākonga with health conditions

keywords: allergy

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 4 2020 (see "[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)" on page 571), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600)

#### Medicine Authority Form

Medicine Authority form

### Dealing with Blood and Body Substances

All blood and body substances should be treated as potentially infectious. This includes vomit, saliva, mucus, urine, faeces, and blood from injuries, menstruation, or nose bleeds.

We deal with blood and body substance spills safely, quickly, and effectively.

* In the case of injury (see "[Managing Injuries and Illness](#O_5639)" on page 250), we apply first aid and seek help from other staff immediately if required.
* When appropriate, we ask students to deal with their own blood or body substances (e.g. apply their own band aid, or wipe their own mucus).
* In the case of a blood or body substance spill, other people are instructed to move away from the incident and we ventilate the area as needed. We do not allow students to attend to each other's injuries or touch body substances.
* We create a protective barrier between ourselves and the substance, and use PPE (personal protective equipment) such as gloves and masks. School PPE supplies include disposable gloves (in different sizes), masks, eye protection, hand sanitiser, and cleaning products and equipment.
* Before we put on disposable gloves, hands are washed with soap and water for at least 20 seconds then dried well. If soap and water are not available, alcohol-based hand sanitiser (60–80% alcohol) rubbed in for 20–30 seconds may be used.
* PPE such as masks and eye protection are worn if splashes of blood or body substances are likely.

To keep safe, do not touch blood or body substances until there is a barrier between you and the substance. Avoid contact with blood if your hands or lower arms have open cuts or unhealed wounds.

* If a student is unwell and repeatedly coughing or sneezing we may ask them to wear a mask and/or go to the health clinic to be collected by parents/caregivers.
* If they need help to be washed or changed after an incident, we provide care for students in a way that maintains their dignity. Clean underwear and clothing are available if needed. Dirty clothing is placed in a plastic bag to be sent home with the student. Parents/Caregivers are contacted if needed.

Process for cleaning up after a blood or body substance spill

For personal clean up after a blood or body substance incident:

* put used gloves, PPE, first aid supplies, wipes, tissues, etc. in a plastic bag, which is sealed and put in the normal rubbish
* wash hands, lower arms, and anywhere else that has been in contact with blood or body substances (even if gloves were worn) with soap and water for at least 20 seconds, then dry well.

For cleaning physical surfaces:

* wear disposable gloves and other PPE as needed
* wipe hard surfaces (e.g. floors, benches, sinks, handles, taps, etc.) with detergent and warm water, then with fresh diluted bleach solution and leave the solution to dry on the surface for 30 minutes.

How to make up a 0.1% bleach solution:

|  |  |  |  |
| --- | --- | --- | --- |
| Strength on bottle | Bleach (ml) | Water (ml) | Total (ml) |
| 1% | 100 | 900 | 1000 |
| 2% | 50 | 950 | 1000 |
| 3% | 33 | 967 | 1000 |
| 4% | 25 | 975 | 1000 |
| 5% | 20 | 980 | 1000 |

Ministry of Education: Bleach as a Disinfectant

* wash carpeted areas with soap and water (during an outbreak of a known infectious disease such as norovirus, soiled carpets and soft furnishings may require commercial cleaning)
* wash soiled equipment (e.g. scissors) thoroughly in cold tap water, then sterilise by soaking for 30 minutes in diluted bleach solution
* ventilate areas where bleach is mixed or used
* help may be requested from office and/or caretaker staff.

After a high-risk incident

We notify relevant authorities (e.g. Medical Officer of Health) and use heightened hygiene practices (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268) as required if we suspect a person has an infectious disease.

We seek medical advice if anyone is accidentally exposed to blood or body substances and has concerns. Infections contracted in these circumstances are reported to WorkSafe. See WorkSafe Notifiable Events (on page 256).

Related topics

First Aid Training and Supplies (on page 243)

Managing Injuries and Illness (on page 250)

Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268)

Chronic Communicable Conditions (on page 270)

Resources

Healthify | He Puna Waiora: Hand washing

Ministry of Health | Manatū Hauora: COVID 19: Cleaning frequently asked questions

Ministry of Education | Te Tāhuhu o te Mātauranga: How to clean your early learning service or school during a pandemic

Keywords: toileting soiling

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

### Managing Injuries and Illness

This topic covers general injury and illness management. For COVID-19 specific information, see COVID-19 Health Measures (on page 240).

As part of our primary duty of care (on page 187) and health and safety management (on page 184) we work to prevent injuries and illness and ensure we have robust processes in place to deal with unplanned incidents when they arise.

This policy applies to students, staff, and any others at school, including visitors (on page 198), volunteers (see "[Parent Involvement](#O_13427)" on page 12), and contractors (see "[Contractors Working at School](#O_13657)" on page 200). Everyone at our school is informed of our processes for managing injuries and illness and are made aware of the location of first aid supplies (see "[First Aid Training and Supplies](#O_5643)" on page 243).

Initial response to injuries and illness

During the school day, if notified of any injury or illness, staff at Cambridge High School follow the steps below. Also see Communicating about Injuries and Illness (on page 253).

Responding staff assess the situation and decide whether to call 111 and/or contact a staff member who is a certified first aider for assistance. If unsure, they may also phone Healthline (0800 611 116) for professional advice.

Medical emergency

A medical emergency requires calling 111 immediately and may include:

* chest pain or tightness
* difficulty breathing
* choking
* sudden weakness or difficulty talking
* fainting or unconciousness
* severe pain
* severe bleeding or bleeding that won't stop.

Serious injury or illness

A serious injury is any injury that requires medical treatment off-site (by a doctor or emergency services) and may include:

* fractures/breaks
* severe cuts
* bites which puncture the skin
* concussion.

A serious illness is any illness or pain that requires prompt medical treatment off-site (by a doctor or emergency services) and may include:

* continued vomiting
* abdominal pain that gets worse or will not go away after two hours
* a severe allergic reaction
* a very high fever (above 40ºC)
* shivering or shaking uncontrollably.

St John l Hato Hone: When to call 111

New Zealand Police l Ngā Pirihamana o Aotearoa: What is a medical emergency?

Ministry of Health | Manatū Hauora: Accidents and injuries

* If the injured person is unable to be moved from where they were injured, staff:
* prevent further injury if a hazard was involved (e.g. directing traffic away, switching off power to machinery, etc.)
* secure the scene
* keep unnecessary people away from the site.
* Staff or students who are ill or need first aid (and are able to be moved) are treated in the health clinic and the office is informed.
* Responding staff administer first aid as appropriate to the injury or illness. After providing initial care (e.g. putting pressure on bleeding), we check the medical notes of the student (or ask the staff member or visitor) to determine if there are any health conditions (on page 258) that need to be taken into account before providing any further treatment. We also follow the Medicines (on page 245) policy as needed.
* If a student bites someone, the bite must be washed and seen by a doctor if the skin has been punctured. We also follow our behaviour management (on page 272) policies and follow up as part of our reporting.
* For any head injury, Cambridge High School provides appropriate first aid and calls emergency services if needed. If the injured person remains on site, staff monitor for signs of concussion (including delayed concussion). Cambridge High School has notifying processes (see "[Communicating about Injuries and Illness](#O_45447)" on page 253) for head injuries.

One or more of the following signs and symptoms may signal concussion and the need for immediate medical attention:

Physical signs

* Loss of consciousness
* Not moving
* Loss of balance/coordination
* Disorientation or dazed/blank look
* Grabbing or clutching head
* Repeated vomiting
* Seizures or convulsions
* Weakness or tingling in arms or legs

Memory

* Unable to correctly answer simple questions such as "what day is it?", "what month is it?", or "what was happening when you were injured?"
* Other memory problems

Clinical symptoms

* Blurry vision
* Neck pain
* Dizziness
* Double vision
* Headache
* Sensitivity to light/noise
* Tiredness
* Unable to concentrate
* Emotional or irritable.

If unsure, we contact 111 or Healthline for advice.

ACC | Te Kaporeihana Āwhina Hunga Whara: Concussion

Healthify | He Puna Waiora: Concussion

* Staff always follow appropriate hygiene measures when dealing with blood and other body substances (see "[Dealing with Blood and Body Substances](#O_420)" on page 247), including waste disposal and cleaning surfaces.

All injuries and illnesses are recorded and reported (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254) appropriately and notified to WorkSafe (see "[WorkSafe Notifiable Events](#O_45441)" on page 256) as needed.

After treatment

After treatment, an injured or ill student is monitored until they are able to return to class or leave the school.

* The student may need to be collected by a parent/caregiver and signed out into their care.
* If parents/caregivers/emergency contacts cannot be contacted or cannot collect a student who requires medical care, a staff member may need to take the student to a doctor or medical centre.
* If a student is collected by ambulance, a staff member may accompany them, if appropriate.

An injured or ill staff member may take sick leave or return to their duties (if appropriate) after they have been treated. Visitors, volunteers, and contractors are supported until they are able to either leave the school site or resume their activities.

Anyone with an ongoing illness is expected to stay away from school if they may be contagious. See Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268).

If warranted by the nature of the incident, Cambridge High School follows up with affected students and their whānau to check on their wellbeing and recovery. Support systems are in place for any students returning to school after a health-related absence. Ill or injured staff are assisted with support and rehabilitation. Others affected by an incident are also offered support if needed. See Crisis Management (on page 236).

Related topics

Risk Management (on page 191)

Health Conditions (on page 258)

Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268)

Medicines (on page 245)

Dealing with Blood and Other Body Substances (see "[Dealing with Blood and Body Substances](#O_420)" on page 247)

EOTC Health and First Aid (on page 69)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Health and Safety at Work Act (General Risk and Workplace Management) Regulations 2016

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: CPR Training and Automated External Defibrillators (AEDs) in schools

ACC l Te Kaporeihana Āwhina Hunga Whara: Caring for your child after their head injury

St John l Hato Hone: First Aid Library

New Zealand Red Cross l Ripeka Whero Aotearoa: First Aid App

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519)

### Communicating about Injuries and Illness

Cambridge High School communicates clearly with key people as part of our effective management of injuries and illness (see "[Managing Injuries and Illness](#O_5639)" on page 250), including contacting emergency services if required. Our communications follow our privacy (on page 396) guidelines.

Staff and board

If an accident occurs, and/or a person is ill or injured at school, relevant staff are notified. This may include certified first aiders, a school nurse, the principal, senior management, office staff, and/or the classroom teacher.

The principal and the board are informed if the event is serious or notifiable, or could result in media interest or legal action.

Parents/Caregivers/Whānau

Cambridge High School notifies parents/caregivers when a student has an illness or injury that requires rest at home or attention from a doctor. Parents are also notified of any head or spinal injuries, notifiable injuries, or any other injury that may cause concern. When in doubt, we contact parents/caregivers so they can decide whether any further action is needed. If parents/caregivers cannot be reached, we try emergency contacts. We decide at the time which staff member will liaise with whānau.

If a staff member or visitor is sick or injured, we inform an emergency contact if support is required.

The office administrator is responsible for maintaining up-to-date contact lists, and parents/caregivers are reminded twice a year to update their contact information. Contact lists are kept in printed form in the office and are available on the student management system.

Head injuries

Parents/Caregivers and the principal are notified of all head injuries. Head injuries that require more than simple first aid may need to be reported to WorkSafe.

Reporting

All injuries and illnesses are recorded and reported (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254) appropriately and notified to Worksafe (see "[WorkSafe Notifiable Events](#O_45441)" on page 256) as needed.

Police and WorkSafe are notified of any deaths.

If your child is ill or injured and unable to attend school, follow the school absence reporting requirements. See Student Attendance (on page 391).

Related topics

Managing Injuries and Illness (on page 250)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Communicating with Parents (on page 13)

WorkSafe Notifiable Events (on page 256)

Crisis Management (on page 236)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Education and Training Act 2020

Coroners Act 2006

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519)

### Recording and Reporting Accidents, Injuries, and Illness

We manage injuries and illness (see "[Managing Injuries and Illness](#O_5639)" on page 250) appropriately, including contacting emergency services if required and communicating (see "[Communicating about Injuries and Illness](#O_45447)" on page 253) with key people.

The board is required to provide a safe physical and emotional environment for all students and staff (Education and Training Act s.127) and to monitor the health of workers and the conditions at the workplace to prevent illness or injury (Health and Safety at Work Act s.36). To meet this requirement, there must be processes in place for the board to receive and consider information regarding incidents, hazards, and risks.

Our healthcare recording and reporting processes apply to students, staff, and any others in school workplaces (including visitors (on page 198), volunteers (see "[Parent Involvement](#O_13427)" on page 12), and contractors (see "[Contractors Working at School](#O_13657)" on page 200)) and are in keeping with our privacy (on page 396) policy. For other types of healthcare recording, see Medicines (on page 245) and Health Conditions (on page 258).

Recording accidents, injuries, and illness

Our school maintains an injury and incident register. Any accident, injury, or illness that requires first aid treatment and/or a visit to the health clinic is recorded in the register. We also record near misses.

A near miss is an incident that didn't cause injury, illness, or damage but had the potential to. Near misses may be notifiable events (see "[WorkSafe Notifiable Events](#O_45441)" on page 256).

An injury and incident register may be known by a variety of names, including first aid log, accident register, and incident response register. It could take a variety of forms, including a book, a template form to be filled out, or entries in the student management system (SMS).

For best practice, the register should include:

* records of all first aid administered
* reports of accidents and near misses involving students, workers, and visitors
* accident investigation forms
* records of notifiable injuries or illnesses.

It should outline:

* the name/s of the person/people involved in an incident
* the date and time of the injury, illness, or incident
* the cause, symptoms, and treatment of any injury or illness.

If warranted, witness statements may be collected and photographs taken of an incident site. We comply with all privacy guidelines and take into account (or take advice on) any relevant cultural considerations in such circumstances.

All staff are responsible for recording accidents, injuries, and illnesses they deal with, and the injury and incident register is maintained by the support administrator and the school nurse and kept in the health clinic.

Reporting and investigating accidents, injuries, and illness

The data recorded in our register is reported to the board regularly. This allows the board to review trends, investigate if needed, and respond in a timely way to reduce the likelihood of incidents happening again. Also see Risk Management (on page 191).

Incidents (including near misses) are debriefed and investigated as appropriate to establish:

* what happened
* what could have prevented the incident (if anything)
* what needs to happen to resolve the incident
* what actions are required to improve school health and safety.

The board nominates a person or committee to lead each investigation, and outcomes are reported to the board. Investigations are undertaken with sensitivity to those involved and to privacy requirements. If WorkSafe, the Ministry of Health, or the police are involved, we follow their lead and advice regarding investigations. Appropriate records are kept of all investigations.

Once identified, actions are taken as soon as possible. If a hazard/risk is identified, we follow our risk management (on page 191) and hazard register (see "[Hazard Register and Audit](#O_915)" on page 194) processes.

If the incident is notifiable, we follow the procedures in WorkSafe Notifiable Events (on page 256).

Other considerations

If an incident was the result of behavioural issues, we follow our behaviour management (on page 272) guidelines.

We follow additional procedures if an injury or near miss occurred as part of an emergency, disaster, or crisis (see "[After an Emergency, Disaster, or Crisis](#O_44427)" on page 238).

Our records are retained (see "[School Records Retention and Disposal](#O_11134)" on page 408) in keeping with legal requirements.

Cambridge High School completes an internal audit and assures the board that staff have been briefed and are implementing healthcare policies and procedures correctly. See Self-Review and Board Assurances (on page 78).

Related topics

Managing Injuries and Illness (on page 250)

Communicating about Injuries and Illness (on page 253)

WorkSafe Notifiable Events (on page 256)

Primary Duty of Care (on page 187)

Risk Management (on page 191)

Crisis Management (on page 236)

EOTC Health and First Aid (on page 69)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Education and Training Act 2020

Coroners Act 2006

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Health and Safety at Work Act 2015: A practical guide for boards of trustees and school leaders

Tool 18 – Causes of incidents and injuries checklist

Tool 19 – Injury or incident investigation form

Tool 21 – Injury and incident board report

TKI l Te Kete Ipurangi: Reporting head injuries

TKI l Te Kete Ipurangi: Review your incident response register and procedures

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 2 2022 (see "[Term 2 2022 Release Notes – Health and Safety Management – Scheduled Review](#O_44271)" on page 526), [Term 4 2020 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_24638)[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_24638) 571[), Term 3 2018, (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_21251)[Term 3 2018](#O_24471)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_21251) 615) Term 1 2018

(see "[Term 1 2018](#O_21245)" on page 620)

### WorkSafe Notifiable Events

As a PCBU (person conducting a business or undertaking), the board must notify WorkSafe of certain work-related notifiable events.

|  |  |
| --- | --- |
| Duty under the Health and Safety at Work Act | School role |
| PCBU  (Person Conducting a Business or Undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Teachers and non-teaching staff, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and other volunteers |

Notifiable events may be a:

* death
* notifiable illness or injury
* notifiable incident.

A notifiable event must arise from work (the conduct of the business or undertaking). This may include the condition of the work site, the way the work activity was organised, or the way equipment or substances were used.

Notifiable events may apply to all affected workers, students, visitors, and contractors if they are injured while involved in school activities (on or off school grounds), work being done on behalf of the school, or using the school grounds and equipment. It also applies to school activities that take place off school grounds, such as Education Outside the Classroom (EOTC) (on page 42). If multiple PCBUs are involved, one should be nominated to notify WorkSafe. However, all PCBUs are responsible for ensuring a notification is made.

PCBUs must work out whether an event is notifiable – see WorkSafe's What events need to be notified? .

At Cambridge High School, reporting to WorkSafe is delegated to the principal, who ensures the board chair is also informed. If the principal was involved in the event, reporting to WorkSafe becomes the responsibility of the board chair.

If a notifiable event occurs, we:

* take all reasonable steps to preserve the site where the notifiable event occurred (we note that preserving the site doesn't prevent us from helping an injured person, removing a deceased person, making the site safe to avoid further injury, or following police or WorkSafe directions)
* notify WorkSafe immediately by phone on 0800 030 040 (24/7) if the event is a death
* notify WorkSafe as soon as possible using the Notify WorkSafe tool for all other notifications
* investigate what happened and identify what actions need to be taken to minimise risks for the future
* keep records of notifiable events for at least five years after the date WorkSafe was notified.

See Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268) for information about notifiable diseases.

Related topics

Managing Injuries and Illness (on page 250)

Communicating about Injuries and Illness (on page 253)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Risk Management (on page 191)

Crisis Management (on page 236)

After an Emergency, Disaster, or Crisis (on page 238)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Resources

WorkSafe l Mahi Haumaru Aotearoa: What events need to be notified?

WorkSafe l Mahi Haumaru Aotearoa: What events need to be notified in the Education Sector?

WorkSafe l Mahi Haumaru Aotearoa: School FAQs

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519)

### Health Conditions

Our policies and procedures about health conditions help us to fulfil our primary duty of care (on page 187) and create an inclusive (see "[Inclusive Education](#O_16397)" on page 28)and safe physical and emotional environment (see "[Student Wellbeing and Safety](#O_11808)" on page 297) at our school. Staff inform the school about any relevant health conditions so we can exercise our duties as a responsible employer.

We ask parents/caregivers to provide any relevant information about student health conditions at enrolment, and we develop clear procedures to support students in their learning. We record information about student health conditions in our student management system (SMS). Parents/Caregivers are advised to inform the school about any new health conditions. The school manages all health information carefully according to our privacy guidelines (on page 397).

Relevant staff (e.g. teachers, nurse) are informed about student health conditions in order to support them. Staff work with the student, the family/whānau, and other agencies, as required, to ensure student wellbeing and safety is maintained at all times.

Students with health conditions have an individual plan, as appropriate. These are usually referred to as health, management, or action plans. Students with less complex conditions who do not require an individual plan may be supported through other health or wellbeing strategies. Parents/Caregivers inform the school of changes to individual plans.

An individual plan outlines the health condition a student has and the support they need to manage it. Students may need a plan if their condition requires regular medication, monitoring, management, adaptation of learning environment, and/or hospitalisation.

Plans are developed collaboratively, and generally involve the student, parents/caregivers (whānau), and a health professional. The principal and other staff members may also provide input during this process.

When developing an individual plan, it is important to consider the needs and situation of the individual student and their whānau. This may include assessing expectations around care, supervision, and treatment (e.g. medication), potential barriers to learning, procedures to follow in an emergency, and communication methods. The plan should also be reviewed regularly to ensure it is kept up to date.

Ministry of Education | Te Tāhuhu o te Mātauranga: Health Plans

The School High Health Needs Fund from the Ministry of Education provides teacher aide time for students with significant health conditions. Students receiving support through this fund must have an individual plan.

We also ensure support systems are in place for any students returning to school after a health-related absence.

Related topics

Learning Support (on page 31)

Medicines (on page 245)

Managing Injuries and Illness (on page 250)

Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268)

Chronic Communicable Conditions (on page 270)

Staff Wellbeing (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)

Privacy (on page 396)

EOTC Health and First Aid (on page 69)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

New Zealand Bill of Rights Act 1990

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Supporting ākonga with health conditions

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519)

#### Allergies

Cambridge High School aims to provide a safe environment for students and staff with allergies by identifying and minimising risk, being prepared, and raising awareness. Allergies are common and can result in a range of reactions from mild to life-threatening. Examples include hay fever, asthma, bee stings, and skin reactions, as well as allergies to specific foods or medicines. We support students with allergies to participate in the same educational and recreational activities as their peers.

Allergy management

Parent/Caregiver responsibilities

Parents/Caregivers play a key role in allergy management by:

* advising the school, at enrolment or any time afterwards, if their child has any known allergies
* providing a management plan and/or supplying and replacing medication as needed
* informing the school of any changes to current management plans
* helping their child to understand and manage their condition as appropriate
* providing written consent (see "[Medicine Authority Form](#O_1241)" on page 247) for teachers or other staff to administer medication (see "[Medicines](#O_17089)" on page 245)
* labelling drink bottles and lunch boxes as appropriate.

School responsibilities

At Cambridge High School, we aim to reduce exposure to allergens and minimise risk by:

* encouraging basic hygiene measures (e.g. hand washing)
* informing students and staff about safe food practices (e.g. not sharing food, utensils, and containers), and encouraging safe disposal of food waste
* restricting the use of food in activities (e.g. crafts, cooking, and science experiments), depending on the allergies of particular students
* reminding parents/caregivers about allergy issues throughout the year as needed
* ensuring staff working closely with a student with a known allergy are prepared to recognise and respond appropriately in the case of a life-threatening reaction
* considering the needs of students with allergies when planning EOTC (see "[EOTC Health and First Aid](#O_26093)" on page 69) events, including bringing allergy medication, planning for any possible medical help required, and having the appropriate emergency contact numbers.

Medication and record-keeping

Our Medicines (on page 245) policy applies to all medication kept on site. We keep a record of students with allergies.

* Medication for specific allergies is stored in the health clinic with a complete list of student conditions.
* Emergency allergy medication is kept in the staffroom and the health clinic with the first aid kit.
* Expiry dates are checked regularly and parents/caregivers are advised if supplied medication needs replacing.
* We record (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254) any incidents that require administration of emergency medication or first aid.

Students with severe allergies

Some students may have severe allergies that increase the risk of anaphylaxis. We document the level of severity at enrolment and record this information in our student management system. We follow the procedures in managing injuries and illness (on page 250) as appropriate.

* Staff receive first aid training to support students with allergies, including how to use an EpiPen.
* With parent consent, we provide important information about specific allergies to classmates and other close contacts of the student as appropriate, so they are prepared to respond in an emergency.
* Students with severe allergies may be monitored at lunchtime to ensure they have no contact with nut products.
* Parents/Caregivers provide the school with an anaphylaxis action plan signed by the student's doctor or nurse practitioner, and a medicine authority form (on page 247) with the relevant emergency medication.
* Action plans are kept on KAMAR and with the school nurse.
* We also inform release teachers and relievers about any student in their class with a severe allergy, including directing them to read the individual action plan outlining how to respond in an emergency.
* If possible, the parents/caregivers of students with severe allergies attend school trips.

Immediate actions in the event of a severe reaction

In an emergency, phone 111 immediately and ask for an ambulance. Signs or symptoms of a severe reaction (e.g. anaphylaxis) may include difficulty breathing, swelling or tightness in the throat, or becoming pale.

A severe reaction can occur within 5–30 minutes of exposure to an allergen. If a person is showing signs of a severe reaction, it is important to respond quickly. We follow the actions in the student individual plan and/or the steps below as appropriate.

* Stay with the person and ask them to lie down flat. Elevate their legs as much as possible. If they are having breathing difficulties, ask them to sit somewhere comfortable. Do not allow them to stand or walk.
* Immediately give adrenaline using an EpiPen or other medication, remembering that over-treatment is better than under-treatment.
* Phone 111 and request an ambulance.
* Inform parents/caregivers (see "[Communicating about Injuries and Illness](#O_45447)" on page 253) or the emergency contact.
* Keep monitoring them until emergency services arrive (this includes providing CPR if needed).

After the event, we follow our Recording and Reporting Accidents, Injuries, and Illness (on page 254) procedures. Anaphylaxis is a notifiable (see "[WorkSafe Notifiable Events](#O_45441)" on page 256) event.

Related topics

Medicines (on page 245)

Managing Injuries and Illness (on page 250)

First Aid Training and Supplies (on page 243)

Communicating about Injuries and Illness (on page 253)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Food and Nutrition (on page 326)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Resources

Allergy New Zealand: Schools & Preschools (see the Allergy and Anaphylaxis Guidelines for Schools and Kura 2022)

Allergy New Zealand: Anaphylaxis

TKI | Te Kete Ipurangi: Allergies and learning

Ministry of Education | Te Tāhuhu o te Mātauranga: Supporting ākonga with health conditions (see action plan recommendations)

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), [Term 4 2020 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_18669)[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_18669) 571), Term 2 2017

(see "[Term 2 2017](#O_18656)" on page 627)

#### Asthma

Cambridge High School promotes a safe and supportive environment for students and staff to manage their asthma and participate fully in school activities. People with asthma sometimes feel short of breath, tight in the chest, wheezy, or have a cough. Asthma symptoms vary in severity (from mild to life-threatening) and frequency, and can be brought on by a range of factors (e.g. pollen, smoke, mould, animals, food additives, stress, exercise, temperature, and illness).

Our school is smokefree and vapefree (on page 350) at all times.

Asthma management

Parent/Caregiver responsibilities

Parents/Caregivers play a key role in asthma management by:

* advising the school, at enrolment or any time afterwards, if their child has asthma
* providing a management plan and/or supplying and replacing medication as needed
* informing the school if there are any changes to current management plans
* ensuring their child has the correct medication at school (e.g. reliever and preventer inhalers, spacers)
* giving written permission (see "[Medicine Authority Form](#O_1241)" on page 247) for the school to administer any reliever medication, including emergency treatment.

School responsibilities

At Cambridge High School, we aim to support students with asthma by:

* keeping a record of students with asthma
* ensuring staff working closely with a student with asthma are prepared to recognise and respond to attacks (see below)
* informing parents/caregivers if their child has an asthma attack at school, or if asthma is affecting the student at school
* working with families to create a plan for managing asthma at school, as required. The plan includes information about how to best manage asthma symptoms during EOTC events, sports days, etc.
* asking parents/caregivers to collect their child from school if they need to use their medication more often than every four hours.

Medication

* Our Medicines (on page 245) policy applies to all medication kept on site.
* Asthma medication is stored appropriately so that it is readily accessible. Students have access to their inhalers at all times.
* The school maintains an up-to-date asthma emergency kit with clear instructions for its use.
* Students inform a teacher if they need their asthma reliever medication more frequently than usual.

Immediate actions in the event of an asthma attack

In an emergency, phone 111 immediately and ask for an ambulance. Signs or symptoms of an asthma attack may include an inability to speak or move about, and/or blueness around the mouth and fingertips.

If a person is showing signs of an asthma attack, it is important to respond quickly. We follow the actions in the student individual plan and/or the ASTHMA steps below as appropriate. See The six steps for dealing with an asthma emergency .

Symptoms of asthma or worsening asthma may include one or more of the following:

* shortness of breath and/or difficulty breathing (breathing rate increases or rapid shallow breathing)
* audible wheezing, whether exercising or not
* chest tightness
* difficulty speaking
* coughing
* distress or feeling frightened
* blueness around the lips or on the tongue
* hunching over.

Asthma New Zealand: What to do in an asthma emergency?

* Assess the severity of the asthma attack (mild, moderate, or severe).
* Sit the person down and stay with them. Do not let them lie down flat.
* Treat moderate or severe symptoms with six puffs of reliever inhaler medication (e.g. six puffs, six breaths for each puff, and repeat every 6 minutes). Make sure they take six slow breaths for each puff.
* Help - get help and phone 111 for an ambulance if their condition does not improve.
* Monitor the individual and give reliever medication as needed. Other medical help may be required (e.g. doctor).
* All okay – if all OK the person may return to activities slowly.

Related topics

Medicines (on page 245)

Managing Injuries and Illness (on page 250)

First Aid Training and Supplies (on page 243)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Resources

Asthma and Respiratory Foundation NZ: Teachers' Asthma Toolkit

Asthma and Respiratory Foundation NZ: School Asthma Checklist

University of Otago | Te Whare Wānanga o Ōtākou: A Toolkit for Managing Asthma in School

Asthma and Respiratory Foundation NZ: Managing your child's asthma

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 4 2020 (see "[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)" on page 571), Term 2 2017 (on page 627)

#### Diabetes

Students with diabetes have specific health needs and we support them to participate fully in school life by working closely with their family. We also support staff and other workers with diabetes to manage their condition at school. There are two types of diabetes, and symptoms can be brought on by a range of factors (e.g. not eating enough, skipping a meal, or exercise).

Diabetes is a chronic condition that occurs when the body is unable to control its blood glucose (sugar) levels adequately. Insulin, a hormone produced by the pancreas, plays a key role in helping the body process and regulate sugar levels.

* Type 1 diabetes is an autoimmune condition which generally occurs in childhood when the body cannot produce enough insulin. Type 1 diabetes is not caused by poor food choices or lifestyle. It cannot be prevented but can be managed through medication (e.g. taking insulin), food, and exercise.
* Type 2 diabetes is much more common and occurs when the body cannot produce enough insulin or becomes insulin resistant. Type 2 diabetes can be prevented by eating healthy and staying active. It is managed through medication and lifestyle changes.

Diabetes New Zealand: What is diabetes?

Diabetes management

Parent/Caregiver responsibilities

Parents/Caregivers play a key role in diabetes management by:

* advising the school, at enrolment or any time afterwards, if their child has diabetes
* providing a management plan
* providing medication and/or supplies (e.g. blood glucose testing kit and insulin pump) and replacing medication as needed
* informing the school of any changes to current management plans
* providing written consent (see "[Medicine Authority Form](#O_1241)" on page 247) for teachers and other staff to administer medication (see "[Medicines](#O_17089)" on page 245), including emergency treatment.

School responsibilities

Our school works with the student, their family/whānau, and healthcare professionals (e.g. diabetes nurse educators) as appropriate. We support students with diabetes by:

* encouraging students with diabetes to wear medic-alert identification
* supporting self-care by capable students
* allowing students to test their blood glucose levels in the classroom if they wish
* allowing students to inject insulin in public if they wish.

Medication and support

* Our Medicines (on page 245) policy applies to all medication kept on site.
* Staff who work closely with a student with diabetes are aware of the signs and causes of high and low blood sugar levels.
* We work with the management plan provided by parents/caregivers, which includes agreement about how they will be kept informed about their child's day-to-day diabetes management.
* Students with type 1 diabetes are never left alone when they have low blood glucose (also known as hypoglycaemia or "hypo"). They are also not prevented from eating or drinking.
* Cambridge High School works closely with the student and their family to ensure the right supplies and equipment are available at all times. This may include a blood glucose testing kit, pump supplies, insulin, a glucagon kit, "hypo" supplies and post-"hypo" carbohydrates.
* We consider the needs of students with diabetes when planning EOTC events, including taking medication, planning for possible medical help, and having emergency contact numbers. If possible, the parents/caregivers of students with high-needs diabetes attend school trips.

Diabetes and exams

Cambridge High School considers the health needs of students taking exams. Low or high blood glucose levels can impact the ability to concentrate. We plan for exams and submit specialist medical reports and to NZQA early each year as required.

For information for young people with diabetes taking exams, see Diabetes and Exams .

Immediate actions to treat low or high blood sugar

In an emergency, phone 111 immediately and ask for an ambulance. If the person is unconscious, support them on their side and DO NOT give them anything to eat or drink.

If a person is showing signs of low or high blood sugar, we respond quickly. We follow their individual diabetic plan and/or the steps below as appropriate. The person should be supervised carefully until they have completely recovered or the ambulance has arrived.

Signs or symptoms of low blood glucose (hypoglycaemia or "hypo") include sweating, weakness, nausea, or headaches.

* Check their blood glucose levels using the testing kit to confirm if their blood sugar is low.
* Give the person some fast acting glucose (e.g. juice).
* Wait for approximately 10 minutes and check blood glucose levels again.
* Give the person some carbohydrates to eat (e.g. muesli bar or biscuits) to maintain their blood glucose.
* If the person's condition does not improve (severe hypoglycaemia), phone 111 and perform first aid as appropriate.
* Inform parents/caregivers or the emergency contact.

Signs of high blood glucose (hyperglycaemia) may include poor concentration, increased thirst, and going to the toilet often.

* Check their blood glucose levels using the testing kit to confirm if their blood sugar is high.
* Encourage the person to drink plenty of water and use the restroom.
* Closely monitor blood glucose levels.
* Inform parents/caregivers or the emergency contact.

Related topics

Medicines (on page 245)

Managing Injuries and Illness (on page 250)

First Aid Training and Supplies (on page 243)

Communicating about Injuries and Illness (on page 253)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Resources

Ministry of Health | Manatū Hauora: Diabetes

Starship: Diabetes in schools (see management and action plans for use in schools)

Starship: Diabetes teaching resources for school staff

KidsHealth: Creating a Safe Environment for Children with Diabetes at School

Diabetes New Zealand: Live Brave Mana Ora – For Diabetes Youth

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 4 2020 (see "[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)" on page 571)

#### Head Lice

Head lice and nits are a common problem among school-aged children and can affect the whole school community. Lice and nits can easily spread from one person to another through close head-to-head contact or sharing personal items. The Ministry of Health recommends that students with live lice should stay away from school until treatment has started.

Management and treatment

Parent/Caregiver responsibilities

Parents/Caregivers are primarily responsible for identifying, treating, and preventing head lice by:

* checking their child's hair regularly for signs of head lice or nits
* treating the head lice or nits (e.g. combing and using a head lice shampoo/lotion)
* informing the school if their child has head lice so that notification and treatment information can be shared as appropriate.

School responsibilities

Cambridge High School aims to prevent and minimise the spread of head lice by:

* reminding parents/caregivers regularly about head lice, including providing educational resources and promoting family hair checks
* referring families for further advice and treatment (e.g. public health nurse)
* sharing notification and treatment information with the families of students who may be affected.

Resources

Treatment Information [Head Lice Information Sheet.pdf](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\Head%20Lice%20Information%20Sheet.pdf)

Ministry of Health | Manatū Hauora: Head lice

education.govt.nz: Head Lice

KidsHealth: How to Get Rid of Head Lice

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 4 2020 (see "[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)" on page 571)

Keywords: headlice, nits

### DRAFT: Infectious Diseases

We recognise the risk of infectious disease to the school and our wider community. To minimise the spread of infection, we use preventative measures where possible and respond promptly to cases when they arise. We follow guidance from the Ministry of Health and Ministry of Education, and work with our community to safeguard public health.

For information specific to COVID-19, see COVID-19 Health Measures (on page 240).

In the event of a student, staff member, or school worker contracting a notifiable disease, a health professional must contact the regional Medical Officer of Health. The person may be temporarily excluded from the school if necessary.

Public health measures

Cambridge High School promotes basic hygiene measures as the first line of defence against the spread of infection. This includes:

* washing hands regularly
* avoiding excess contact between hands and eyes, nose, and mouth
* wearing a mask or face covering if necessary
* covering coughs and sneezes using a tissue (and disposing of it immediately), or the inside of the elbow
* physical distancing.

Staying home and exclusion periods

To stop infection from spreading, we expect students and staff to stay at home when they are ill and/or symptomatic. The recommended period of time that someone should stay home depends on the illness. The HealthEd infectious diseases table provides recommended exclusion periods for a number of common childhood illnesses. We encourage people to seek advice from their own health providers, and to contact Healthline for advice if needed.

We follow guidance from HealthEd and the Ministry of Health for how long students, staff, and workers should stay away from the school if they have a more serious illness/infection. If someone at our school shows symptoms of a serious infection/illness, they are separated from others while waiting to be taken home.

More serious illnesses/infections include:

* campylobacter
* chickenpox
* conjunctivitis
* cryptosporidium
* gastroenteritis
* giardia
* glandular fever
* hand, foot, and mouth disease
* hepatitis A & B
* influenza
* measles
* meningococcal disease
* mumps
* norovirus
* pertussis (whooping cough)
* skin infections (e.g. school sores, ringworm, scabies)
* typhoid.

With the exception of tetanus, students, staff, or workers with illnesses that have an available vaccine may be required to stay home under a health order issued by the Medical Officer of Health. Anyone who has potentially been exposed to the infection/illness and has not been immunised should also stay away from the school.

The principal and teachers may qualify for disregarded sick leave .

Increased risk of infection

We implement heightened hygiene practices when there is a known presence or risk of serious infection/illness (e.g. influenza or measles) at our school. This is signalled by the Ministry of Education and/or Ministry of Health, and communicated to the school community (see "[Communicating with Parents](#O_7428)" on page 13) through appropriate channels. We carry out detailed risk assessments (see "[Risk Management](#O_430)" on page 191) to manage potential outbreaks.

In situations of increased risk, we respond with heightened hygiene measures:

* informing parents about the situation, what they can do, and what action the school is taking
* reiterating basic hygiene measures
* monitoring for symptoms
* limiting large gatherings (e.g. school assemblies), and encouraging physical distancing where possible
* providing personal protective equipment (PPE) such as gloves and masks
* encouraging masks at school and on school transport
* frequent sanitising and disinfecting of high-touch surfaces (e.g. sinks, door handles, railings, table tops).

Related topics

Communicating with Parents (on page 13)

Risk Management (on page 191)

COVID-19 Health Measures (on page 240)

Managing Injuries and Illness (on page 250)

Recording and Reporting Injuries and Illness (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254)

Immunisations (on page 270)

Staff Leave (on page 140)

Legislation <http://www.legislation.govt.nz/>

Health (Infectious and Notifiable Diseases) Regulations 2016

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Infectious diseases in early learning services and schools - A guide to legal powers

HealthEd: Infectious Diseases

Ministry of Health | Manatū Hauora: Public health contacts

Ministry of Health | Manatū Hauora: Notifiable diseases

WorkSafe | Mahi Haumaru Aotearoa: Poor hygiene, germs, and infections

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), Term 4 2020 (see "[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)" on page 571)

#### Immunisations

We promote preventative measures against infectious disease (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268), including immunisations, schoolwide public health measures, and good personal hygiene. Our school may use immunisation information to support risk assessment and management (see "[Risk Management](#O_430)" on page 191) at the school. In the case of an outbreak of a serious infection/illness, this information can help identify students at risk.

We encourage staff and students to keep their immunisations up to date. We ask parents/caregivers to provide their child's immunisation information at enrolment (on page 395) and we keep a record of information provided. The collection and storage of immunisation information complies with our privacy guidelines (on page 397).

In an outbreak, our school follows advice from the Ministry of Health. Those who haven't been immunised may need to be excluded. For more information, see Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268).

If members of our school community are unsure about their immunity to a particular infection/illness, we recommend they contact their doctor. The Immunisation Advisory Centre and Healthline can provide advice on immunisations if needed.

Related topics

Infectious Diseases (see "[DRAFT: Infectious Diseases](#O_19302)" on page 268)

Risk Management (on page 191)

Privacy (on page 396)

Legislation <http://www.legislation.govt.nz/>

Health (Immunisation) Regulations 1995

Resources

Ministry of Health | Manatū Hauora: Immunisation

Ministry of Health | Manatū Hauora: New Zealand Immunisation Schedule

Immunisation Advisory Centre (0800 IMMUNE)

Release history: Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519), [Term 4 2020 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_18669)[Term 4 2020 Release Notes – Accidents and Health – Internal Review](#O_36508)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_18669) 571), Term 2 2017

(see "[Term 2 2017](#O_18656)" on page 627)

#### Chronic Communicable Conditions

Our policies and procedures support staff and students with chronic conditions, including communicable conditions such as HIV, and Hepatitis B and C. We recognise the right of all members of our school community to be free from discrimination, and seek to support those with ongoing health needs.

We support members of our school community with ongoing health needs by:

* promoting acceptance of people with chronic communicable conditions
* ensuring that our employment and enrolment policies do not discriminate on the basis of health conditions
* training staff and students to manage potentially hazardous medical situations
* ensuring that staff, students, and parents/caregivers receive medically accurate information about the effects of potentially communicable conditions.
* Our health education programme includes information on chronic communicable conditions.
* Staff and parents/caregivers have the opportunity to be involved in health education programmes.

Staff with a chronic communicable condition

Our employment policies and procedures support equal opportunities (see "[Equal Employment Opportunities](#O_6483)" on page 97) for all staff. We do not enquire about aspects of health and/or disability before an offer of employment is made. We do not discriminate in recruitment against applicants (internally or externally) on the grounds that they have a chronic communicable condition. Enquiries about health or medical circumstances are only made following an offer of employment if they are directly related to an employee's capacity to fulfil requirements of a role.

Cambridge High School supports staff by:

* protecting the identity of staff with chronic communicable conditions
* protecting the right of staff to continue their employment
* ensuring staff have access to leave if they become too sick to work
* never requiring staff or applicants to disclose their HIV status or take an HIV antibody test.

Students with a chronic communicable condition

Cambridge High School is committed to ensuring the safety and wellbeing of our students. We protect the right of students to access education without discrimination, and ensure that we are providing a safe physical and emotional environment for all workers at the school.

Cambridge High School supports students by:

* protecting the identity of students with chronic communicable conditions
* upholding the right of students to attend their regular classes
* providing, on a case-by-case basis, alternative instruction if a student has a condition that poses a health risk (instruction is provided by a staff member who fully understands the condition).

Disclosure of student conditions

We ask parents/caregivers to provide any relevant information about student health conditions at enrolment, and we develop clear procedures to support students in their learning. We record information about student health conditions in our student management system (SMS). Parents/Caregivers are asked to inform the school about any new health conditions. The school manages all health information carefully according to our privacy guidelines (on page 397).

We request that students disclose any relevant conditions so that we can provide appropriate support. This information is only available to people who need to know in order to support the learning and wellbeing of the student. Any disclosure is made in accordance with the Privacy Act 2020. Information is shared in confidence with the principal, the board (in closed session), and relevant teachers.

At the discretion of the principal and board, others who may need to know include senior staff; other staff who have contact with that student; any student or staff member who may have been at significant risk of contracting the communicable condition; and the Medical Officer of Health. The wider school community is not informed of such disclosures.

We tell students and their parents/caregivers who has been informed about their condition.

Related topics

Inclusive Education (on page 28)

Employer Responsibility Policy (on page 85)

Equal Employment Opportunities (on page 97)

Health Conditions (on page 258)

Medicines (on page 245)

Dealing with Blood and Body Substances (on page 247)

Privacy (on page 396)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Human Rights Act 1993

Education and Training Act 2020

Resources

Ministry of Health | Manatū Hauora: General considerations for the control of communicable diseases in New Zealand

Te Whatu Ora: Long term conditions

Ministry of Education | Te Tāhuhu o te Mātauranga: Supporting ākonga with health conditions

United Nations: Convention on the Rights of the Child

Burnett Foundation Aotearoa

Release history: Term 2 2023 (see "[Term 2 2023 Release Notes - Internal Review](#O_49064)" on page 495), Term 3 2022 (see "[Term 2 2022 Healthcare Scheduled Review – Upcoming Changes](#O_45408)" on page 519)

## Behaviour Management

We promote a culture of care and protection (see "[Staff Responsibilities for Child Protection](#O_11476)" on page 302) of students, and we prioritise this when managing behaviour and dealing with behaviour incidents.

At Cambridge High School we promote positive student behaviour and de-escalation of challenging behaviour. We accept that challenging behaviour is a result of student distress, and respond accordingly. For more information, see Reducing Student Distress (on page 289).

De-escalating a stressful or potentially harmful situation is the preferred response to challenging behaviour. It is important when intervening to consider the safety of everyone involved, and to remove observers (such as other students, parents/guardians, etc.) De-escalating focuses on understanding why a student is behaving the way they are, and fostering a more positive relationship to allow for better communication.

Te Kete Ipurangi (TKI) suggests that teachers and staff use the following strategies.

* Ask other students nearby to move away from the area. If this is not possible, it may be better to escort the student(s) with challenging behaviour to another area.
* Allow the student the opportunity to move out of the situation with dignity.
* When appropriate, give the student clear choices and/or directions to help them feel more secure and regain control.
* Show patience, and ensure that a calm and clear tone is used.
* If necessary, send for appropriate help, such as a school nurse or guidance counsellor.

TKI has further resources to assist teachers with developing helpful communication behaviours and how to respond safely to physical aggression

We also expect our students, staff, and the wider school community to maintain high standards of conduct (see "[Community Conduct Expectations](#O_24792)" on page 15), and for visitors, parents, and whānau to model positive behaviour for students. Bullying (on page 274) and harassment (on page 339) within the school community is taken seriously, and is dealt with through our behaviour management strategies. We advise our community of procedures to follow if they have any concerns or complaints (see "[Concerns and Complaints](#O_12727)" on page 109).

Behaviour management guidelines

At Cambridge High School all staff are made aware of the following behaviour management guidelines.

* We make a clear statement of acceptable and unacceptable behaviour known to all staff, parents/caregivers, and students.
* We communicate to all members of the school the responsibility to recognise bullying, harassment, and inappropriate behaviour, and how to take appropriate action when necessary.
* Staff (including relievers, coaches, tutors, etc.) maintain positive learning environments and relationships within the school community.
* We consistently apply our behaviour management strategies in all cases of unacceptable behaviour, and try to maintain the dignity of the student at all times.
* Staff manage challenging behaviour appropriately and use de-escalation techniques if student behaviour poses a danger to themselves or others. Physical restraint may only be used by teachers or authorised staff members to prevent imminent harm, and only according to our physical restraint guidelines (see "[Minimising Physical Restraint](#O_16631)" on page 284).
* We action procedures outlined by the Ministry of Education for stand-down, suspension, or exclusion (see "[Stand-down, Suspension, and Exclusion Procedures](#O_28151)" on page 295) in cases of extreme misconduct, continual disobedience, and/or behaviour risking serious harm.
* We work with parents/caregivers, staff, and outside agencies if necessary, to plan individual programmes (see "[Individual Education Plan](#O_10535)" on page 37) and strategies for students with particular behavioural needs. These students may be managed outside our behaviour plan.
* Seclusion and corporal punishment is prohibited.

Time-out and seclusion

Seclusion is not used at this school. Seclusion is defined as placing a student, involuntarily, into a room by themselves for any amount of time, where they cannot leave of their own will. It is inappropriate, and can be emotionally (and physically) damaging to students.

Time-out is different from seclusion, and can be used at school. In time-out, a student may be asked to go to a specified area, either within the classroom or in another part of the school, in order to calm down. In these situations, the student may be separated from others, but is not secluded. Any student in time-out is checked regularly by staff.

Our school follows the same behaviour management and disciplinary procedures for international students as for domestic students. Any additional or different conditions for international students (such as around accommodation, attendance, or visa requirements) are outlined in the enrolment contract.

Parent/Caregiver concerns

If a parent/caregiver has concerns about incidents between students, staff, or other parents/caregivers, they should contact our school directly to voice their concerns through the appropriate channels. We do not encourage parents/caregivers to approach students, their whānau, or other members of the school community to privately discuss behaviour issues. This also applies to incidents that occur out of school time or off school grounds but when students are still connected with the school e.g. at camp or on school trips, and while wearing school uniform, or travelling to and from school.

Concerns involving relatives of staff or board members

If a behaviour issue or a concern arises at school that involves the child or relative of a currently employed staff or board member and another student or group of students, the staff or board member is not involved in its resolution. A delegated staff member with no relationship to the student or relative manages the incident.

Related topics

Community Conduct Expectations (on page 15)

Parent Involvement (on page 12)

Bullying (on page 274)

Minimising Physical Restraint (on page 284)

Raising Concerns (on page 111)

Learning Support Supervision (on page 36)

Individual Education Plan (on page 37)

Supporting Student Wellbeing (on page 314)

School Bus Code of Conduct (on page 480)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Student behaviour - help and guidance

NZSTA: Student behaviour management

TKI | Te Kete Ipurangi: Use de-escalating behaviour strategies

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review Physical Restraint](#O_47285)" on page 505), Term 3 2022 (see "[Term 2 2022 Behaviour Management Scheduled Review - Upcoming Changes](#O_45407)" on page 521), Term 4 2021 (see "[erm 3 2019 Scheduled Review of Behavior Management – Upcoming Changes](#O_41544)" on page 548), Term 1 2019 (on page 609)

### Bullying

Cambridge High School aims to create a safe physical and emotional environment and takes all reasonable steps to eliminate bullying within our school community. Our approach to bullying is in keeping with the primary board objectives outlined in the Education and Training Act 2020 (s.127).

Bullying is deliberate and harmful behaviour that is repeated, or continues over a period of time. It may include:

* verbal bullying (e.g. name-calling, teasing, mocking, threatening)
* physical bullying (e.g. hitting, kicking, stalking, taking belongings)
* social bullying (e.g. social exclusion, spreading rumours, damaging relationships)
* discrimination based on ethnicity or race, gender, sex and variations of sex characteristics, sexuality, religion and beliefs, health status, disability, age, etc.

Bullying can occur at school, outside school, and/or online.

Online bullying (or "cyberbullying'") and harassment is when digital technology is used to bully or harass. Online bullying and harassment can be anonymous, and can take place on social media, messaging apps, or in other formats. It can take the form of sending messages (email/text/instant), making posts, or publishing content that intends to harm. It may include spreading rumours, and/or sharing private images, screenshots, or personal information without someone's consent. Also see Bullying (on page 274).

Bullying prevention

To help prevent bullying at Cambridge High School, we work to:

* create a safe (see "[Student Wellbeing and Safety](#O_11808)" on page 297) and inclusive (see "[Inclusive Education](#O_16397)" on page 28) school environment
* recognise diversity and avoid cultural bias
* eliminate racism, discrimination, and stigma
* promote safe and responsible digital technology (see "[Digital Technology and Online Safety](#O_11325)" on page 362) use.

Bullying response

Although bullying can be subtle and hard to recognise, all members of the school community have a responsibility to take action against bullying.

* Cambridge High School staff are trained to recognise bullying within and outside the classroom and intervene appropriately.
* Students are informed of what to do if they are being bullied or witness bullying.
* Parents/Caregivers, whānau, and any others who are concerned about bullying should discuss their concerns with a teacher or the principal. Concerned parents/caregivers and whānau should not approach other students or parents. Also see Raising Concerns (on page 111).

Cambridge High School deals with incidents of student bullying through our school behaviour management strategies (see "[Behaviour Management](#O_3359)" on page 272) and/or Responding to Digital Incidents (on page 365) policy.

If a member of staff or a parent/caregiver experiences or is involved in school-related bullying, we follow the school harassment (see "[Harassment Complaints Procedure](#O_13417)" on page 343) or raising concerns (on page 111) procedures, as appropriate.

In some extreme cases of bullying, the police may need to be involved.

Related topics

Behaviour Management (on page 272)

Harassment (on page 339)

Raising Concerns (on page 111)

Responding to Digital Incidents (on page 365)

Digital Technology and Online Safety (on page 362)

Inclusive Education (on page 28)

Student Wellbeing and Safety (on page 297)

Responding to Student Wellbeing Concerns (on page 316)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Harmful Digital Communications Act 2015

Privacy Act 2020

Human Rights Act 1993

Resources

New Zealand Police | Ngā Pirihimana o Aotearoa: Kia Kaha

KiVa: Bullying Prevention in Aotearoa

TKI | Te Kete Ipurangi: Prevent Bullying and Promoting positive behaviour

Bullying-Free NZ: Schools (also see Bullying assessment matrix )

Human Rights Commission | Te Kāhui Tika Tangata: Bullying prevention and response: A guide for schools

Netsafe: Online Bullying Help for Young People and Incident Support

NZHEA | Ako Hauora Aotearoa: Mental health education and hauora

keywords: transgender, race,

Release history: Term 3 2022 (see "[Term 2 2022 Behaviour Management Scheduled Review - Upcoming Changes](#O_45407)" on page 521), Term 4 2021 (see "[erm 3 2019 Scheduled Review of Behavior Management – Upcoming Changes](#O_41544)" on page 548), Term 4 2020 (see "[Term 4 2020 Release Notes – Education and Training Act – Internal Review](#O_36183)" on page 564), Term 1 2019 (on page 609)

### Searches, Surrender, and Retention of Property

Cambridge High School provides a safe learning environment and minimises distractions for our students. We respect the privacy and emotional wellbeing of our school community and protect them from items that are likely to endanger safety, detrimentally affect the learning environment, or are harmful. To achieve this, we may need to request the surrender of items or conduct a search.

Everyone has the right to be protected against unreasonable searches or seizure under the New Zealand Bill of Rights Act 1990, and the Human Rights Act 1993 protects against discrimination. See Inclusive Education (on page 28). Our school follows the Ministry of Education Guidelines for the surrender and retention of property and searches. Our usual behaviour management strategies (see "[Behaviour Management](#O_3359)" on page 272) apply at all times. An item does not need to be surrendered or retained for us to act on good information. We apply our behaviour management strategies if the student refuses to surrender an item or submit to a search, and consider contacting their parents/caregivers or the police.

This policy applies at school and all Education Outside the Classroom (EOTC) (on page 42) events.

Safety of the community

We understand that our school community and the public expects us to provide an environment free from alcohol and drugs, and weapons. Our school:

* makes our community aware of which items are prohibited and the consequences of bringing a prohibited item to school or school events
* has guidelines around the surrender and retention of property, including digital devices (see "[Surrender and Retention of Personal Digital Devices](#O_11301)" on page 282)
* has guidelines for searches (on page 280) and keeping records of searches
* ensures that all staff members understand the guidelines and their authority to act within them.

Prohibited items include:

* knives, other weapons, and weapon parts
* alcohol, drugs, and other substances
* cigarettes, cigarette lighters, and matches
* vaporisers (vapes) and vaping products
* pornographic or offensive material.

Authorisation of staff

The board is responsible for authorising non-teaching staff members to request the surrender of an item or conduct a search. They keep a list of the names and positions of authorised staff members. The list is available for inspection at the school.

At Cambridge High School, the principal, all teachers, and those non-teaching staff who have written authorisation from the board can request the surrender of an item, and retain or dispose of the item.

At Cambridge High School, the principal, all teaching staff, and authorised staff members can conduct searches.

The written authorisation from the board specifies whether the staff member may request the surrender of items and/or conduct searches. The board gives a copy of this authorisation to the authorised staff member. The staff member must let the board know they've received it as soon as practicable. The board can revoke this authorisation at any time.

Item categories

Teachers or authorised staff members can request the surrender of items that they have reasonable grounds to believe:

* will endanger safety

Items that are likely to endanger safety may include:

* scissors, spray cans, sharp objects, drugs, or any ordinary items used in an aggressive or inappropriate way (e.g. a pencil case swung at another student)
* digital devices that store or display an item that may endanger another's physical or emotional safety. This information could be emails, texts, social media posts, digital photos uploaded to the internet, or music or video clips.
* detrimentally affect the learning environment

Items that are likely to detrimentally affect the learning environment includes anything that disrupts the flow of teaching and learning, such as:

* items that students have been told not to bring to school (e.g. trading cards, toys, etc.)
* ordinary items used inappropriately (e.g. pens being continually clicked on and off deliberately)
* items on a digital device
* items with disputed ownership.
* or be harmful.

A harmful item is any item deemed to pose an immediate threat to a person's physical or emotional safety.

They can only search (see "[Searches](#O_11013)" on page 280) the outer clothing of a student for harmful items. Staff members need to make reasonable judgements about which category an item falls under, if any.

Retention of property

Depending on the item and the circumstances, we retain an item for a period or dispose of it. We take reasonable care of retained items and details are kept of any item retained for two or more school nights. Details include the date, name of student, name of staff member, and any other relevant details.

Other appropriate actions may be taken, including behaviour management, counselling, contact with parents/caregivers, and/or contact with the police.

In most cases, surrendered items are available for collection at the end of the day.

The principal assures the board that all procedures relating to search, surrender, and retention have been followed. The principal confirms that all authorised staff have acknowledged their status in writing, and assures the board that a written record has been kept of all instances of search, surrender, or retention of property. See Self-Review and Board Assurances (on page 78).

Related topics

Behaviour Management (on page 272)

Privacy (on page 396)

Personal Information (see "[New: Personal Information](#O_18729)" on page 398)

Alcohol, Drugs, and Other Harmful Substances Policy (on page 345)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education (Surrender, Retention, and Search) Rules 2013

New Zealand Bill of Rights Act 1990

Human Rights Act 1993

Privacy Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Surrender and retention of property and searches – guidelines

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 3 2022 (see "[Term 2 2022 Behaviour Management Scheduled Review - Upcoming Changes](#O_45407)" on page 521)

#### Searches

Under the Education and Training Act 2020, teachers and authorised staff members can only undertake searches if they have reasonable grounds to suspect a student possesses a harmful item (i.e. an item that poses an immediate threat to the physical or emotional safety of any person).

At Cambridge High School, the principal, all teaching staff, and authorised staff members can conduct searches.

A search is not mandatory. Cambridge High School may manage the issue through the behaviour management strategies (see "[Behaviour Management](#O_3359)" on page 272) including stand-downs and suspensions (see "[Stand-down, Suspension, and Exclusion Procedures](#O_28151)" on page 295).

Limits on searches

The person conducting the search must give the student the opportunity to surrender or reveal the item before a search is conducted. Any searches conducted are carried out in a fair and safe way that protects the privacy and dignity of the student, respects their culture, and learning support or other behavioural support needs. Students have the right not to be subjected to an unreasonable search under the New Zealand Bill of Rights Act 1990.

Teachers and authorised staff members cannot search a group of students unless the staff member has reasonable grounds to suspect each individual student has a harmful item. Staff members cannot conduct a blanket search of students.

If the student denies possession of the item or refuses to surrender or reveal it there may be grounds for a search. Staff can only request students remove outer clothing and cannot search clothing that a student is still wearing or search their body. If the student refuses to cooperate, the search is abandoned. We use our behaviour management strategies and may contact the parents/caregivers, and/or police.

We notify the police if a serious criminal offence has been committed, or if we suspect on good information that it will be committed, and if drugs or weapons are involved. If highly dangerous or illegal items are suspected, we contact the police and keep the student and the belongings in a safe place under supervision until the police arrive. Police do not search on behalf of the school; if they have grounds for a search, they follow their own procedures.

Teachers and authorised staff members may not search the content of personal digital devices (see "[Surrender and Retention of Personal Digital Devices](#O_11301)" on page 282).

Contractors cannot search individual students. A contractor may be hired to bring a trained search dog to school but can only search school property.

Conducting a search

A search may involve requesting that the student empties their pockets, removes outer items of clothing, has their bags searched, and shares "correspondence" such as a diary. School staff are entitled to search school property at any time for any reason including desks, lockers, and other storage areas.

* We do not use physical restraint (see "[Minimising Physical Restraint](#O_16631)" on page 284), except as a last resort to prevent imminent harm and only according to our physical restraint guidelines.
* Searches take place in an appropriate location and with appropriate people. As reasonably practicable, we:
* have two adults of the same gender as the student present to conduct the search
* ask a parent/caregiver of the student to attend or arrange a support person for the student.
* Authorised staff members can retain an item that is not harmful but fits one of the other retention categories if found during a search.

Teachers and authorised staff members conducting a search:

* explain what they are looking for and why it is a danger
* explain why they suspect the student of possessing the item
* deal with seized items as appropriate
* return bags and clothing items to the student immediately after the search
* notify the parents/caregivers of the search, outcome, and consequences for the student.

Records of searches

We keep a written record of all searches. The record includes the date, name of student, name of the authorised person who conducted the search, and an explanation if any of the practicable requirements could not be met (e.g. searches conducted by a person of the same gender, having a second staff member present, the presence of students, or other relevant details). We also keep the details of any item/device retained for two or more school nights.

The records are kept for a minimum period of seven years, the statue of limitations period for civil matters. See School Records Retention and Disposal (on page 408).

Related topics

Searches, Surrender, and Retention of Property (on page 277)

Surrender and Retention of Personal Digital Devices (on page 282)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education (Surrender, Retention, and Search) Rules 2013

New Zealand Bill of Rights Act 1990

Human Rights Act 1993

Privacy Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Surrender and retention of property and searches – guidelines

Release history: Term 3 2022 (see "[Term 2 2022 Behaviour Management Scheduled Review - Upcoming Changes](#O_45407)" on page 521)

#### Surrender and Retention of Personal Digital Devices

Cambridge High School fosters a positive culture of safe and responsible use of digital devices through our Digital Technology and Online Safety (on page 362) policy. We encourage students to be confident, capable, and responsible in their use of digital technology. Inappropriate use is dealt with through our behaviour management (on page 272), surrender and retention (see "[Searches, Surrender, and Retention of Property](#O_11290)" on page 277), and/or responding to digital incidents (on page 365) guidelines.

This policy applies to items that are likely to endanger safety, likely to detrimentally affect the learning environment, or are harmful.

Grounds for surrender and retention of personal digital devices

We have clear rules for personal digital devices (see "[Cellphones](#O_27743)" on page 369) that we share with students and their parents/caregivers. Incidents involving digital devices are managed with due respect for the safety and privacy of the student, and the integrity of the device and contents. We focus on the behaviour of the student, rather than on the technology itself.

In the case of disruption of the learning environment, teachers and authorised staff can ask the student to show them the digital item (e.g. a photos, emails, texts, social media posts, audio and video clips) and/or delete it. They may ask the student to put the device away, surrender the device to be retained for a reasonable period, or apply our behaviour management (on page 272) processes. Items can be quickly and easily shared through digital devices, and can be difficult to delete. Teachers can ask the student about the source of the item and whether it has been shared as this helps determine the action taken.

At Cambridge High School, the principal, all teachers, and those non-teaching staff who have written authorisation from the board can request the surrender of an item, and retain or dispose of the item within the guidelines.

At Cambridge High School, the principal, all teaching staff, and authorised staff members can conduct searches.

The same applies in the case of an item that is likely to endanger anyone's safety. There are extra factors to consider, such as the emotional impact on the people affected, whether the item has been or could be shared or stored, the nature of the item, and the maturity and age of the students involved. We may contact Netsafe for advice and will contact the police if a criminal offence is suspected (e.g. drug involvement, threats to kill or assault, etc).

Retention of digital devices

Cambridge High School follows the Ministry of Education's Guidelines for the surrender and retention of property and searches to ensure the safe and appropriate retention of digital devices.

* Retained digital devices are stored securely and appropriately.
* If it has the capability, the device is turned off and locked when it is given by the student.
* A record is kept including details of the incident and the device.
* The device is returned at the end of the retention period to the student or their parent/caregiver, as appropriate.
* If a criminal offence has occurred or is suspected, the device is passed to the police as soon as possible.

Searches of digital devices

Staff cannot ask students to download or reveal an item on another digital device, a social media site, or storage system. Staff cannot search the device contents or online accounts, or ask for the password for the device.

Staff cannot search a device. The police have the ability and authority to search a digital device and must be contacted if a search is deemed necessary.

We can search school–owned digital devices. We consider student privacy when searching a school device.

Related topics

Behaviour Management (on page 272)

Digital Technology and Online Safety (on page 362)

Responding to Digital Incidents (on page 365)

Privacy (on page 396)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education (Surrender, Retention, and Search) Rules 2013

New Zealand Bill of Rights Act 1990

Human Rights Act 1993

Privacy Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Surrender and retention of property and searches – guidelines

Ministry of Education | Te Tāhuhu o te Mātauranga: Digital Technology: Safe and responsible use in schools

Release history: Term 3 2022 (see "[Term 2 2022 Behaviour Management Scheduled Review - Upcoming Changes](#O_45407)" on page 521), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581)

### Minimising Physical Restraint

As required by the Education and Training Act 2020 and in support of the National Education and Learning Priorities (NELP), Cambridge High School promotes a schoolwide culture of wellbeing to ensure the school is a physically and emotionally safe place for all students and staff. This includes understanding, recognising, and safely responding to student distress (see "[Reducing Student Distress](#O_48057)" on page 289), and minimising the use of physical restraint.

The physical restraint rules set out in this policy comply with the Education (Physical Restraint) Rules and the framework for physical restraint set out by the Education and Training Act 2020 (s. 101).

This physical restraint policy also aligns with Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint, which provides a practical approach for recognising and understanding student distress, providing acceptable physical contact (on page 293), and minimising the use of physical restraint in schools. This includes eliminating unjustified physical restraint.

We follow Aramai He Tētēkura, which was developed in response to the disproportionate use of physical restraint on Māori, disabled, and younger students. The school complies with these guidelines to give effect to te Tiriti o Waitangi (on page 1) and its principles, in support of achieving equitable outcomes for all students.

For information about how terms in te reo Māori within Aramai He Tētēkura relate to this policy, see this glossary.

Aramai He Tētēkura includes the following terms in te reo Māori. This glossary describes how te reo terms within the guidelines relate to this policy.

|  |  |
| --- | --- |
| Te reo Māori | English |
| ākonga | student |
| kaiako | teacher |
| tamariki | children |
| whānau | extended family or family group |
| mana | intrinsic value and potential passed down inherently through whakapapa |
| whakapapa | genealogical connections to people, places, and cultural values |

This policy aligns with physical restraint rules and guidelines, but this information does not equate to the training required to safely use physical restraint. The only people who can use physical restraint at Cambridge High School are teachers and authorised staff (i.e. non-teaching staff that the school has authorised to use physical restraint) who have the relevant training. This training includes the mandatory online learning module (which must be completed by 7 February 2024) and physical holds training.

How we define and use physical restraint at Cambridge High School

What is physical restraint?

Physical restraint, in the context of this policy, means to use physical force to prevent, restrict, or subdue the movement of a student (or any part of their body) against their will.

In line with Aramai He Tētēkura, teachers and authorised staff complete mandatory online modules to understand the physical restraint guidelines and take further approved training modules in identifying stress triggers, understanding unmet needs, and preventing, minimising, and responding to student distress.

Authorised staff in the context of physical restraint describes school staff who are not teachers, and who are part of a team supporting a student where imminent harm is likely. These staff members can be authorised by the school according to the Education (Physical Restraint) Rules, which state:

An employer may authorise an employee, who is not a teacher, and who has been trained in accordance with Rule 12, to use physical restraint in accordance with section 99 of the Act.

Ministry of Education | Te Tāhuhu o te Mātauranga: Education (Physical Restraint) Rules 2023

See Rule 5: Authorisation of staff members who are not teachers

Cambridge High School does not allow seclusion or unsafe physical restraint in response to student distress.

Seclusion

Seclusion is prohibited under the Education and Training Act 2020 (s. 98) and is defined in Aramai He Tētēkura as putting a student alone in a room or space against their will, which they cannot (or think they cannot) leave.

Unsafe physical restraint

We do not use unsafe physical restraint techniques under any circumstances. Unsafe physical restraint techniques include:

* restraint that restricts breathing or communicating, including speaking and sign language
* face-down restraint
* immobilising through pressure points and pain holds
* actions such as tackling, sitting, lying on, or kneeling on a person
* headlocks or putting pressure on the chest or neck
* bending joints backwards.

When can physical restraint be used?

Teachers and authorised staff members may only use physical restraint if all three of these conditions are met, and only as a last resort.

1. If physical restraint is necessary to prevent imminent harm, including significant emotional distress to a student or another person.

In the context of relevant legislation, significant emotional distress means harm that is caused by the intentional acts of one person that significantly affects the emotional wellbeing of another person, to such an extent that they need intensive support to cope and recover.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 25)

In the context of relevant legislation, imminent harm is an immediate threat that a person will cause and/or suffer harm which jeopardises the health, safety, or wellbeing of themselves or others if protective action is not taken immediately.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 25)

1. If the teacher or authorised staff member reasonably believes there is no other option available in the circumstances for preventing harm.
2. If the physical restraint is reasonable and proportionate in the circumstances. This means only applying as much force as is necessary, and for the minimum amount of time necessary.

Cambridge High School staff take proactive steps to ensure student safety. This may include using physical restraint to prevent harm, for example to stop a student from running onto a road, or coming into contact with a hazardous item.

Physical restraint rules

Cambridge High School complies with the following requirements, as set out by the Education (Physical Restraint) Rules. References are provided for how each area relates to an associated rule.

Policy requirements and availability to the community

We fulfil the requirement to have policies on reducing student distress and the use of physical restraint, and a process for managing complaints (Rule 4). Cambridge High School manages all complaints, including those regarding physical restraint, through our Concerns and Complaints (on page 109) policy. Where necessary, we follow up complaints with the Teaching Council, in accordance with their conduct and competence processes.

Our policies on reducing student distress and the use of physical restraint are available to the school community, and we are able to provide the names and positions of any staff members who are authorised to use physical restraint, if requested (Rule 6).

Authorisation of staff members

Under the Education and Training Act 2020, teachers, including relief teachers and people with a Limited Authority to Teach (LAT), are automatically authorised to use physical restraint. Other staff members, such as teacher aides, must be authorised by the board (Rule 5).

Process for authorisation

1. The board may authorise a staff member who is not a teacher to use physical restraint after they have completed physical restraint training as set out by Rule 12.
2. The board makes any authorisation as specified above in writing.
3. The staff member receives a copy of the authorisation.
4. The board may revoke an authorisation at any time in writing.

Individual support plans

We have support plans in place for specific students to prevent distress and de-escalate crisis situations. See Reducing Student Distress (on page 289) for information about creating individual support plans.

We ensure we have support plans for students who meet any of the following criteria:

* the student is highly likely to be involved in a situation where physical restraint may be used
* the student has been physically restrained more than once in a term
* a support plan is requested for a student by their parents/caregivers.

We do not include physical restraint in a support plan unless all other possible strategies have been explored. Cambridge High School requires informed consent from parents/caregivers and whānau if physical restraint is included in a support plan (Rule 8). We monitor the frequency of physical restraint with the intention to minimise and, where possible, eliminate its use. The school notifies the Ministry of Education if physical restraint is part of a support plan.

We provide comprehensive information about the details of an individual support plan to parents/caregivers and whānau so that they can make informed decisions about approving the plan.

This includes information about:

* the positions and holds that would be used, if physical restraint is needed
* the possible impacts of physical restraint and how these will be managed.

Even if consent is not included in the plan, teachers and authorised staff may still use physical restraint if it is required to prevent imminent harm.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 46 and Appendix 3: Sample consent form)

Notifying the use of physical restraint

After a situation involving physical restraint, we notify the following parties (Rule 9):

* Staff inform the principal (or their delegate) as soon as possible in order to support students, other staff, and anyone affected by the situation.
* The school notifies parents/caregivers as soon as possible after physical restraint has been used (at minimum before the student is returned to their care). Parents/Caregivers are provided with a reasonable opportunity to actively participate in a debrief about the incident, including how it was managed with regard to the guidelines, within three working days of the incident (or later by mutual agreement).
* The school notifies the Ministry of Education through the online incident reporting form or our student management system. We keep a secure copy of the notification, in line with the Privacy Act 2020 and the Official Information Act 1982.
* The principal reports the use of physical restraint and analysis of physical restraint trends to the board.

If the principal considers that use of physical restraint was unjustified, they are responsible for following up with the board and subsequent reporting to the Teaching Council.

Recording and monitoring physical restraint

Cambridge High School monitors our use of physical restraint, and complies with record keeping requirements. We keep written records of every instance of physical restraint of a student. We keep records for a minimum of 10 years from the date of last action (Rule 7).

We take reasonable steps to ensure that any student who has been physically restrained and any staff member who has used physical restraint has their physical and psychological wellbeing monitored, so that appropriate support can be provided if there are adverse effects from the use of physical restraint.

We check for trends by monitoring and analysing records, particularly the increased use of physical restraint. If the trend shows increased use, we consider how to minimise use of restraint (Rule 10).

Reporting physical restraint

Staff involved in an incident of physical restraint complete an incident report. The incident report and any other required information is submitted to the Ministry of Education through the Community Portal. We keep a copy of the physical restraint incident report in the student file, and provide a copy to parents/caregivers of the student (Rule 11).

Staff training and support

The board is responsible for ensuring (Rule 12):

* from 7 February 2024, teachers and authorised staff members have completed the online learning module about the physical restraint guidelines (Aramai He Tētēkura)
* from 7 February 2025, teachers and authorised staff members are supported and trained in identifying stress triggers, understanding unmet needs, and preventing, minimising, and responding to student distress
* teachers with a high likelihood of needing to use physical restraint are trained in appropriate physical holds by accredited physical restraint practitioners
* every authorised staff member (who is not a teacher) has been trained in appropriate physical holds by accredited physical restraint practitioners before their authorisation.

The principal assures the board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met. The principal confirms that any non-teaching staff have been authorised in writing, and that staff authorised to apply restraint have received appropriate training and support. See Self-Review and Board Assurances (on page 78).

Related topics

Te Tiriti o Waitangi (on page 1)

Concerns and Complaints (on page 109)

Behaviour Management (on page 272)

Child Protection (on page 298)

Risk Management (on page 191)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Privacy Act 2020

Official Information Act 1982

Teaching Council Rules 2016

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Education (Physical Restraint) Rules

Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint

Minimising physical restraint in New Zealand schools and kura

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review Physical Restraint](#O_47285)" on page 505), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 4 2020 (see "[Term 4 2020 Release Notes – Education and Training Act – Internal Review](#O_36183)" on page 564), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 1 2019 (on page 609)

#### Reducing Student Distress

Cambridge High School is committed to the physical and emotional safety of every student, as required by the Education and Training Act 2020. We recognise that school and classroom environments can contribute to student distress, and we seek to respond in helpful and safe ways. We use proactive, mana-enhancing teaching and learning practices that support participation, belonging, and wellbeing for all students.

Distress is an expression of an unmet need or want. It occurs when the level of stress exceeds student ability to cope and recover without support. Distress can present as visible behaviours to others. The factors that lead to distress may seem unremarkable to other people.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 42)

Cambridge High School follows Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint, which provides a practical approach to recognising and responding to student distress, as well as restoring a healthy learning environment after a challenging situation. The approach to student distress within these guidelines is defined by mātaitia, atawhaitia, and whakawhenuatia – to recognise, respond, and restore.

For more information about how terms in te reo Māori within Aramai He Tētēkura relate to this policy, see this glossary.

Aramai He Tētēkura includes the following terms in te reo Māori. This glossary describes how te reo terms within the guidelines relate to this policy.

|  |  |
| --- | --- |
| Te reo Māori | English |
| ākonga | student |
| kaiako | teacher |
| tamariki | children |
| whānau | extended family or family group |
| mana | intrinsic value and potential passed down inherently through whakapapa |
| whakapapa | genealogical connections to people, places, and cultural values |

Mātaitia | Recognise

We work with students and their parents/caregivers and whānau to recognise signs that a student is becoming overwhelmed or struggling, and find ways of responding that are helpful and appropriate to the student.

School staff are alert to signs of student distress, including:

* disengaging from school activities or interactions
* making noises, speaking quickly, or repeating other people’s words
* agitated physical actions (e.g. rocking, pacing, clenching fists).

Individual support plans

Cambridge High School uses support plans for students as needed to maintain safe and inclusive learning environments that respect the mana of all students. We use support plans to describe and understand triggers for individual students that may result in them experiencing distress. We ensure any plan is appropriate to the student and their parents/caregivers and whānau.

We work with students and their parents/caregivers and whānau to:

* clarify priorities for the student
* agree on shared protocols (including for communication)
* create a shared understanding of privacy requirements
* share details of any available support.

See Aramai He Tētēkura for strategies to recognise and respond to student distress that may be included in a support plan.

A support plan may identify physical restraint (see "[Minimising Physical Restraint](#O_16631)" on page 284) as a last resort. We do not include physical restraint in a support plan unless all other possible strategies have been explored. Cambridge High School requires informed consent from parents/caregivers and whānau if physical restraint is included in a support plan. The school notifies the Ministry of Education if physical restraint is part of a support plan.

We provide comprehensive information about the details of an individual support plan to parents/caregivers and whānau so that they can make informed decisions about approving the plan.

This includes information about:

* the positions and holds that would be used, if physical restraint is needed
* the possible impacts of physical restraint and how these will be managed.

Even if consent is not included in the plan, teachers and authorised staff may still use physical restraint if it is required to prevent imminent harm.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 46 and Appendix 3: Sample consent form)

We monitor the frequency of physical restraint with the intention to minimise and, where possible, eliminate its use.

Atawhaitia | Respond

In situations where it appears a student is overwhelmed or not coping, we maintain awareness of our own response, and take a calm approach. This may include:

* using slow, clear action and communication
* being mindful of body language (e.g. approaching from the side instead of the front, using appropriate eye contact)
* moving other students out of the space and seeking extra support.

If the situation continues to escalate, we take appropriate steps to ensure the safety of all students and staff. This may include:

* removing potentially dangerous items
* responding to threats using our emergency management plan (see "[Planning and Preparing for Emergencies, Disasters, and Crises](#O_8846)" on page 203)
* calling the police if necessary.

In situations of student distress, Cambridge High School teachers or authorised staff may only use physical restraint if all three of these conditions are met, and only as a last resort.

1. If physical restraint is necessary to prevent imminent harm, including significant emotional distress to the student or another person.

In the context of relevant legislation, significant emotional distress means harm that is caused by the intentional acts of one person that significantly affects the emotional wellbeing of another person, to such an extent that they need intensive support to cope and recover.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 25)

In the context of relevant legislation, imminent harm is an immediate threat that a person will cause and/or suffer harm which jeopardises the health, safety, or wellbeing of themselves or others if protective action is not taken immediately.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 25)

1. If the teacher or authorised staff member reasonably believes there is no other option available in the circumstances for preventing harm.
2. If the physical restraint is reasonable and proportionate in the circumstances. This means only applying as much force as is necessary, and for the minimum amount of time necessary.

Notifying the use of physical restraint

If a situation occurs involving physical restraint, we notify the following parties:

* Staff inform the principal (or their delegate) as soon as possible in order to support students, other staff, and anyone affected by the situation.
* The school notifies parents/caregivers as soon as possible after physical restraint has been used (at minimum before the student is returned to their care). Parents/Caregivers are provided with a reasonable opportunity to actively participate in a debrief about the incident, including how it was managed with regard to the guidelines, within three working days of the incident (or later by mutual agreement).
* The school notifies the Ministry of Education through the online incident reporting form or our student management system. We keep a secure copy of the notification, in line with the Privacy Act 2020 and the Official Information Act 1982.
* If the principal considers that the use of restraint was unjustified, they are responsible for following up with the board and subsequent reporting to the Teaching Council.
* The principal notifies the board of physical restraint, and reports on any trends of physical restraint use at the school.

Whakawhenuatia | Restore

After a challenging incident or a situation involving physical restraint, we take restorative action to support and monitor the wellbeing of anyone affected by the situation. Following an incident, we refer to strategies within individual support plans, and support all students to re-engage with classroom activities.

As recommended by Aramai He Tētēkura, staff involved in a challenging incident take the following steps:

* Inform a colleague, senior staff member, or the principal, and decide together on next steps and any support needed.
* Share information with parents/caregivers and whānau, and follow up on an existing support plan or consider if one is needed.
* Take time to reflect individually, debrief with other relevant staff members, and reflect as a team on any further action that is needed.

Monitoring student wellbeing

We monitor student wellbeing by watching for signs of ongoing distress, such as absences from usual activities, or changes in their interactions with other students and staff. We respond to concerns raised by other members of the school community, including students.

Monitoring staff wellbeing

We ensure that affected staff receive appropriate support. This may include debriefing, emotional support, an employee assistance programme, additional breaks, or help with workload.

Related topics

Behaviour Management (on page 272)

Child Protection (on page 298)

Student Wellbeing and Safety (on page 297)

Staff Wellbeing and Safety (on page 333)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Education (Physical Restraint) Rules

Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint

Minimising physical restraint in New Zealand schools and kura

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review Physical Restraint](#O_47285)" on page 505)

#### Acceptable Physical Contact

At Cambridge High School, we recognise that acceptable and appropriate physical contact contributes to student safety and wellbeing. In support of the National Education and Learning Priorities (NELP), we ensure that the school is a safe and inclusive place of learning for all students, and seek to recognise and respond to student needs.

We consider physical contact acceptable if:

* the student is willing to receive physical contact
* it is for the benefit of the student
* it is limited to appropriate areas of the body.

Appropriate areas are generally considered the shoulders, arms, hands, and upper back. Exceptions to this may include professionally or medically prescribed positioning techniques.

We consider the benefit to students of using physical contact compared with non-physical interactions, such as using affirmative gestures or words, and make informed decisions about whether contact is appropriate to the situation. In making decisions about physical contact, staff also consider the background and needs of individual students. This includes the physical capabilities of the student and their cultural preferences.

Assessing the appropriateness of physical contact involves communicating to students that contact is available, and why it is being offered.

Staff may assess the appropriateness of any physical contact by asking the student a question, such as “You've done a great job, would you like a high-five?” or “I can see that you might like to turn around. Can I help you move your wheelchair?”.

We consider the capabilities of individual students to be able to respond to these questions, and may encourage students to use non-verbal indicators or assistive technology to initiate or accept offers of physical contact.

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura (page 29)

Assessing if physical contact is acceptable

In circumstances where physical contact may be appropriate, staff look for signs that the student is willing to receive physical contact, such as an affirmative facial expression or movement toward the staff member.

We do not use physical contact if the student does not seem willing to receive physical contact (e.g. shaking their head or hesitating/retreating).

Purposes of acceptable physical contact

Physical contact may be used at Cambridge High School for the following purposes:

* Developing skills (e.g. demonstrating a technique or safe way to perform a task during physical education).
* Providing emotional support (e.g. to give reassurance, reduce distress, or acknowledge an achievement).
* Supporting communication (e.g. physically guiding a student to turn on their communication device).
* Providing help to students, particularly if it is part of their required medical or personal care. This may be for functional mobility and positioning, hygiene, nutrition, and/or safety. Assistance may also include using aids and equipment intended to safely move or transport students (e.g. hoists, transfer boards, and car seats).

Unacceptable physical contact

Cambridge High School is responsible for ensuring the safety and wellbeing of our students, and does not permit unacceptable physical contact. We respond to incidents involving unacceptable physical contact using our Concerns and Complaints (on page 109) policy, and report serious misconduct by teaching staff to the Teaching Council.

Contact may be considered unacceptable due to:

* the type of physical contact (e.g. inappropriate contact areas, force, or physical discipline)
* the motive for physical contact (e.g. contact for the physical or emotional benefit of a staff member)
* the context or environment of physical contact.

Staff do not engage in any physical contact while alone with students in a space that is not accessible to other people (e.g. in a room with the door closed).

Responding to inappropriate physical contact from students

Cambridge High School staff enforce boundaries for physical contact where required, and use techniques such as redirection to promote appropriate interactions. We encourage staff to consider how non-physical interactions may be used, and how individual interactions affect other students in the learning environment.

We support staff to seek guidance from other colleagues and the principal if they are uncertain about the appropriateness of physical contact. We may consult parents/caregivers as necessary to support the safety and wellbeing of students.

Related topics

Child Protection (on page 298)

Staff Conduct (on page 138)

Supporting Student Wellbeing (on page 314)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review Physical Restraint](#O_47285)" on page 505)

### Stand-down, Suspension, and Exclusion Procedures

All New Zealanders between the ages of 5 and 19 have the right to a free education under section 33 of the Education and Training Act 2020. Between the ages of 6 and 16, it is compulsory for students to attend school.

From time to time it is necessary to stand down or suspend a student from school. It is the principal's responsibility to make the decision to stand down or suspend (this responsibility is delegated to the deputy principal if the principal is absent), but only if the incident fits into one of three categories:

* gross misconduct
* continual disobedience
* behaviour risking serious harm.

If an incident occurs that may warrant stand-down or suspension, the principal or designated staff member investigating the incident must always consider the student's individual circumstances, the context of the incident, and involve the student in any investigation. This means that it may be fair to treat each student differently even if they were involved in the same incident. Full and accurate records must be kept to show the school acted fairly and to explain the decisions that were made. A student who is stood down or suspended continues to have a right to an education and is required to attend until the age of 16.

|  |  |  |
| --- | --- | --- |
| Stand-down |  | The formal removal of a student from school for a specified period. A student can be stood-down no more than a total of 5 school days per term, or 10 school days in a year. The principal may lift the stand-down at any time before it is due to expire (Section 80 of the Education and Training Act 2020). |
| Suspension |  | The formal removal of a student from school until the board decides the outcome at a suspension meeting. The suspension meeting must be held within 7 school days of the suspension date (or within 10 calendar days if the suspension took place within 7 school days of the end of term) (Section 81(5) of the Education and Training Act 2020). The student, the student's parents, and their representatives are entitled to attend the suspension meeting and have their views considered by the board (Section 85 of the Education and Training Act 2020). Following a suspension, the board may decide to:   * lift the suspension without conditions * lift the suspension with reasonable conditions * extend the suspension with reasonable conditions for a reasonable period * exclude the student.   Suspension conditions should be clear, specific, attainable by the student, and with a definite timeframe for completion. |
| Exclusion and expulsion |  | Exclusion is the formal removal of a student aged under 16 from the school. The principal must try to enrol the student into another school within 10 school days and inform the Ministry of Education if the student is not enrolled at another school after the 10 school days.  Expulsion is the formal removal of a student aged over 16 from the school. The principal does not have to try to find another school, but will tell the Ministry of Education if the student wishes to continue schooling. |

The role of the board is central to any process leading to the suspension of a student and there are clear procedures that need to be followed and documented. The principles of natural justice must be applied to any process leading to stand-down or suspension of a student and full and accurate records must be kept to show the school acted fairly and to explain decisions that were made.

There must be sufficient grounds to warrant any stand-down or suspension, and the rights of the student and any parent/caregiver must be recognised throughout the process including the offer of right of appeal or review. Information given to parents and child must be complete as possible but some disclosures may breach the privacy of other people.

The board should be mindful of the Privacy Act 2020 and the Official Information Act 1982 and seek advice when necessary. For more information, see Privacy (on page 396) and Official Information Requests (on page 407).

The principal assures the board that the school complies with the correct procedure and reporting requirements relating to stand-down, suspension, and exclusion. See Self-Review and Board Assurances (on page 78).

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

Ministry of Education: Stand-downs, suspensions, exclusions and expulsions guidelines - part 1

Ministry of Education: Stand-downs, suspensions, exclusions, expulsions (information for parents)

NZSTA: The board’s role in effective student behaviour management

## Student Wellbeing and Safety

Cambridge High School provides a physically and emotionally safe place for our students, as required by the Education and Training Act 2020 (s. 127) and in support of the Statement of National Education and Learning Priorities (NELP: Priority 1). As part of our primary duty of care, we have systems to eliminate or minimise health and safety risks, and our continued aim is to improve health outcomes for our students. The principal leads and monitors a schoolwide approach to health and wellbeing, and works with the board to ensure systems are in place to respond to concerns.

Child protection

As required by the Children's Act 2014 (s. 14), we have a Child Protection (on page 298) policy in place that provides a framework for student safety at Cambridge High School. We also have supporting policies and procedures in place to ensure that all members of our community understand their responsibilities for maintaining a safe school environment. Our Child Protection policy emphasises safeguarding of our students and prevention of harm, as well as the importance of recognising and responding to concerns.

Policies and procedures supporting child protection at Cambridge High School:

* Abuse Recognition and Reporting (on page 305) (including definitions and indicators of abuse and neglect)
* Supporting Student Wellbeing (on page 314)
* Self-harm (on page 320)
* Preventing and Responding to Suicide (on page 323)
* Sexual Behaviour in Students (on page 310)
* Sharing Information (on page 400)
* Health Education (on page 39)
* Concerns and Complaints (on page 109)
* Protected Disclosure (on page 129)
* Safety Checking (on page 105)
* Police Vetting for Non-Teachers (on page 147)

General student wellbeing and safety

Cambridge High School also provides a healthy learning environment through recognising and responding to factors that impact the general safety and wellbeing of our students. We have procedures in place that explain related roles and responsibilities within the school and wider community.

Policies and procedures promoting a safe whole-school environment at Cambridge High School:

* Food and Nutrition (on page 326)
* Sun Protection (on page 358)
* Playground/Interval and Lunch Supervision (see "[Interval and Lunch Supervision](#O_17087)" on page 328)
* Before and After School Supervision (on page 328)
* Missing Student Procedure (on page 329)
* Rights of Parents, Guardians, and Caregivers (on page 330)

For policies and procedures related to students within and outside of the school environment, see Visitors (on page 198) and the Safety on and Off School Grounds (on page 344) section.

This policy aligns with NELP Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Related topics

Primary Duty of Care (on page 187)

Staff Wellbeing and Safety (on page 333)

Responding to Digital Incidents (on page 365)

Legislation <http://www.legislation.govt.nz/>

Children's Act 2014

Oranga Tamariki Act 1989

Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Act 2017

Education and Training Act 2020

Health and Safety at Work Act 2015

Resources

Oranga Tamariki – Ministry for Children

Ministry of Education | Te Tāhuhu o te Mātauranga: Children’s Act 2014 requirements for schools and kura

Ministry of Education | Te Tāhuhu o te Mātauranga: Vulnerable Children Act 2014

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508), Term 4 2020 (see "[Term 4 2020 Release Notes - Child Protection - Scheduled Review](#O_36917)" on page 569) Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 1 2019 (on page 609)

Keywords: provide/supply with food

### Child Protection

Our Child Protection policy, along with supporting policies and procedures, applies to any student at Cambridge High School who is defined as a child under the Children's Act 2014 (Part 1, s. 5). Where this policy refers to "students" to maintain consistency with other school documentation, child protection requirements apply, with the exception of those outside the Children's Act definition. Concerns about students who are 18 years and over are directed to the Ministry of Health, Ministry of Education, Oranga Tamariki, or the New Zealand Police.

The Children's Act defines a child as a person under the age of 18 years. This definition is expanded in certain contexts of the Act in terms of age and the child's relationship with care agencies.

In Part 1 of the Children's Act 2014, unless the context otherwise requires, child means any of the following:

(a) a person who is under the age of 18 years:

(b) a person who is under the age of 21 years and has been in care (as defined in this subsection):

(c) a person who is under the age of 25 years and is receiving transition support from the department under Part 7 of the Oranga Tamariki Act 1989

Children's Act 2014 (Part 1, s. 5)

Child protection framework

As required by the Children's Act 2014 (s. 14), we have adopted this Child Protection policy as our framework for student safety at Cambridge High School. This policy contains provisions for identifying and reporting child abuse and neglect, with further detail provided in Abuse Recognition and Reporting (on page 305).

Guidance provided by Cambridge High School for the safety and wellbeing of students aligns with the principles of partnership/mahi tahi, protection/kaitiakitanga, and participation/whai wāhi; and the rights and responsibilities of all members of our school community as outlined by te Tiriti o Waitangi. We recognise the importance of involving family/whānau in decision-making, and we involve students in decision-making about themselves in age-appropriate ways. Recognising the importance of this policy, Cambridge High School staff are made aware of this policy in the first half of term 1 each year.

Our child protection policy, along with supporting documentation, ensures we maintain student welfare as our primary concern, and keep the student at the centre of decision-making. We aim to safeguard our students from abuse and neglect by encouraging concerns to be recognised and shared, and having systems to respond when concerns are raised.

See Student Wellbeing and Safety (on page 297) for a list of policies and procedures supporting child protection at Cambridge High School.

Supporting student safety and responding to concerns

We support the wellbeing/hauora of our students by establishing positive learning environments, and promoting respectful relationships between students and staff. We have a designated child protection person, who is the primary point of contact for concerns about students, including concerns about abuse or neglect. At Cambridge High School, this person is the principal, or principal's delegated authority. In situations of concern, we aim to work together and intervene early to support student safety and wellbeing.

We foster a safe atmosphere for our students to speak up if they feel that something is wrong or that they are being mistreated. We may use programmes to help students identify healthy and unhealthy relationships. They should talk to our guidance counsellors.

* For further information about our whole-school approach to wellbeing, see Supporting Student Wellbeing (on page 314).
* If a wellbeing concern is raised, or staff think that a student may require extra support, we follow procedures for Responding to Student Wellbeing Concerns (on page 316).
* If there is a concern or disclosure of abuse or neglect, we follow procedures for Abuse Recognition and Reporting (on page 305).

Concern response overview

For information specific to the situations listed above, see the corresponding topic. Our response overview is provided here.

If there is immediate danger:

* Phone the police on 111.
* If possible, protect the immediate safety of the student.
* Following the incident, inform the designated child protection person.
* Record any actions taken.

If there is no immediate danger:

* Record a factual account of any concerns that have come up, or any disclosures that are made.
* For any concerns, consult the designated child protection person, who works with relevant school staff and external agencies as necessary.
* The designated child protection person may consult with the principal and board to decide whether to share information externally.
* Where a concern does not warrant notifying Oranga Tamariki, the school may partner with social service providers to identify and address the needs of the student.
* If necessary, Oranga Tamariki investigates and advises relevant staff about any action that should be taken to support students.
* Decisions about informing parents or caregivers about suspected or actual child abuse or neglect are made after consultation between the school and Oranga Tamariki.
* All decisions are recorded in writing and kept in a secure child protection file, with any decision-making processes explained.

Child protection roles and responsibilities

The board is responsible for ensuring all children's workers (core and non-core) employed or engaged by the school are safety checked (see "[Safety Checking](#O_40070)" on page 105) before their appointment. Existing children’s workers are safety checked every three years after the last safety check was completed.

The Children's Act 2014 defines a children's worker as a person who works in, or provides, a regulated service that may involve regular or overnight access to a child/children (excluding those who are co-workers), and takes place without a parent/guardian present.

* Core workers are workers who are in sole charge, or have primary responsibility or authority over a child/children in their care.
* Non-core workers have regular but limited contact, and are never alone with children.

Children's Act 2014, s. 23 (1)

If the school employs a staff member that is not considered a children's worker, they are police vetted (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147) if their role includes unsupervised access to students.

Staff have a professional responsibility to report any concerns about student wellbeing and safety, particularly in regard to abuse, neglect, or professional misconduct of other staff to the designated child protection person. For more information about staff training, responsibilities, and conduct expectations, see Staff Responsibilities for Child Protection (on page 302).

Cambridge High School has a designated person responsible for child protection policies. Our designated person is the principal, or principal's delegated authority, and is the primary point of contact for concerns about a child, including concerns about abuse or neglect.

Referral notes (for reports of concern to outside agencies) are centrally stored with the principal. This assists with all staff being protected, and ensuring the principal has knowledge of the report.

Recognising the importance of this policy, Cambridge High School staff are made aware of this is in the first half of term one each year.

Child protection partnerships

Staff members work with relevant contacts within the school to best support students, and seek guidance from external agencies as appropriate. Unless there is immediate danger, staff members do not act alone on their concerns.

Cambridge High School works with Oranga Tamariki and the New Zealand Police where appropriate, and liaises with partner agencies and community organisations to support early interventions with the goal of safe and effective abuse response. We share information if it is in the best interests of a student, as per information sharing provisions. In all circumstances, Cambridge High School is carefully guided by these provisions as well as privacy (on page 396) considerations.

For further detail about information sharing processes, see Sharing Information (on page 400).

External agency interviews

If an external agency such as the police or Oranga Tamariki asks to interview a student on school grounds, the school ensures the rights of the student are upheld. If Oranga Tamariki contacts the school to interview a student, that student has the right to a support person if they wish. This support person (e.g. member of support staff, teacher, or principal) focuses on the safety and wellbeing of the student.

The police may contact the school to question a student. Students in this situation have the right to remain silent, and the right to a lawyer. If a student who is under 18 is interviewed by police, a nominated adult can support them. See Youth Law: Rights with the Police.

Child protection review

We acknowledge that child protection is everyone’s responsibility and we share and review our Child Protection policy and procedures with our wider school community.

Child protection topics are reviewed at least once every three years as part of the SchoolDocs review cycle (see "[Review Schedule](#O_1861)" on page 78). Our designated child protection person and any other relevant staff are involved in reviewing policies and procedures related to child protection.

The principal assures the board that the Child Protection policy is in use, is being implemented correctly, and is publicly available. See Self-Review and Board Assurances (on page 78).

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| Acknowledgement  SchoolDocs appreciates the input of Safeguarding Children through their review of Child Protection-related policies and procedures. |

Legislation <http://www.legislation.govt.nz/>

Children's Act 2014

Oranga Tamariki Act 1989

Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Act 2017

Privacy Act 2020

Health and Safety at Work Act 2015

Resources

Oranga Tamariki | Ministry for Children: Safer Organisations Safer Children

Ministry of Education | Te Tāhuhu o te Mātauranga:

Children’s Act 2014 requirements for schools and kura

Vulnerable Children Act 2014 – A practical guide

Safeguarding Children: Child Abuse and Neglect

Ministry of Health | Manatū Hauora: Is that child OK?

Child Matters: Insights

New Zealand Police | Nga Pirihimana o Aotearoa: Child protection guidelines

Department of the Prime Minister and Cabinet | Te Tari o te Pirimia me te Komiti Matua: Child and Youth Wellbeing Strategy 2019

United Nations Human Rights: Convention on the Rights of the Child

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### Staff Responsibilities for Child Protection

All staff at Cambridge High School have a responsibility for child protection. We put procedures in place to protect the safety of our students throughout recruitment, training, and safety checking, and ensure current staff are familiar with our Child Protection (on page 298) policy and procedures. We also promote awareness about student welfare to our wider school community.

Employment safeguards

The Cambridge High School board is responsible for ensuring all children's workers (core and non-core) employed or engaged by the school are safety checked (see "[Safety Checking](#O_40070)" on page 105) before their appointment.

The Children's Act 2014 defines a children's worker as a person who works in, or provides, a regulated service that may involve regular or overnight access to a child/children (excluding those who are co-workers), and takes place without a parent/guardian present.

* Core workers are workers who are in sole charge, or have primary responsibility or authority over a child/children in their care.
* Non-core workers have regular but limited contact, and are never alone with children.

Children's Act 2014, s. 23 (1)

Non-teachers employed by the school are police vetted (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147) if they have unsupervised access to students.

See Teacher Registration, Certification, and Police Vetting (on page 143) for more information.

Child protection training

All staff, including any contractors or volunteers, are expected to be familiar with, and implement, our Child Protection policies and procedures. Staff must engage with our Abuse Recognition and Reporting (on page 305) policy every year, and are supported to uphold their responsibility for child protection. We support staff by:

* informing staff about our Child Protection (on page 298) policies as part of their orientation
* having a designated child protection person who is available and accessible to all staff, and has experience and training in responding to child protection concerns (at Cambridge High School, this person is the principal, or principal's delegated authority)
* offering support as required through professional development and performance management programmes
* making it clear that staff should discuss any concerns with the designated child protection person, and no one should act or make decisions alone.

Training is available for staff in child protection development/learning.

Staff responsibilities and conduct expectations

Staff have a professional responsibility to report any concerns about student safety and welfare, particularly in regard to abuse, neglect, or professional misconduct to the designated child protection person. We remind staff not to act alone when responding to student concerns, unless there is immediate danger. If it is in the best interest of the student, staff members are encouraged to proactively share information with other people or organisations who may be able to help.

The designated child protection person at Cambridge High School reviews safety concerns, along with any other relevant information, and decides whether to share information with external agencies, or make a report of concern. Any person who is concerned that a child is at risk of harm may also make a report of concern directly to Oranga Tamariki or the police. Oranga Tamariki and the police are primarily responsible for any investigation of alleged child abuse.

Anyone who has concerns about the safety of a child can make a report of concern to Oranga Tamariki. A report of concern is recommended if it is believed that a child has been or is likely to be harmed, ill-treated, abused, neglected, or deprived. Reports of concern can also be made when there are serious concerns about a child's wellbeing.

Reports of concern can be made by contacting Oranga Tamariki.

Safeguarding Children provides guidance for making an effective report of concern, including details to provide in a report.

When Oranga Tamariki receives a report of concern, they may:

* provide advice about support available to the family/whānau
* refer the matter to other social services, including our social services partners
* complete a child and family assessment and/or investigation.

A joint investigation with the New Zealand Police takes place when there are allegations of harm which meet Oranga Tamariki and the police's joint Police Child Protection Protocol.

We promote a culture where staff feel confident that they can raise concerns without fear of retaliation. See Protected Disclosure (on page 129).

Contact between staff and students at school

We treat all students with care and dignity, and ensure our methods of contact and communication support safe relationships between staff and students. We work with staff to create a safe and supportive learning environment and promote positive student behaviour (see "[Behaviour Management](#O_3359)" on page 272). Unacceptable behaviour, including bullying (on page 274), is managed through our school behaviour management strategies.

* When staff are interacting with a student one-to-one, they ensure wherever possible that the space is not closed off from other people.
* Teachers take particular care with students who express themselves freely and seek close physical contact. When this is a concern, it is discussed with a parent or caregiver.
* Staff are aware that students who require learning support (on page 31) may have particular needs with regards to safety and supervision.
* Corporal punishment is prohibited and staff avoid physical contact with students that could be considered intimate, sexual, threatening, or violent.
* If a teacher is attacked by a student, they try to protect themselves without causing injury to the student involved, and immediately report this incident to the principal. Physical Restraint (see "[Minimising Physical Restraint](#O_16631)" on page 284) is a last resort and may only be used by teachers and authorised staff members to prevent imminent harm.

Out-of-school contact between staff and students

Where possible, we seek to promote physical and emotional safety for our staff and students outside of school.

* Staff are vigilant about safe and appropriate out-of-school contact with students, including through social media (see "[Staff Social Media](#O_8971)" on page 337), texting, and emails.
* During education outside the classroom activities and camps, staff ensure safe interactions, sleeping, and travel arrangements for all students, and follow the procedures in EOTC Supervision (on page 71) and EOTC Parent Help (on page 65).

Related topics

Child Protection (on page 298)

Abuse Recognition and Reporting (on page 305)

Safety Checking (on page 105)

Teacher Registration, Certification, and Police Vetting (on page 143)

Staff Conduct (on page 138)

Behaviour Management (on page 272)

Concerns and Complaints (on page 109)

Resources

Oranga Tamariki | Ministry for Children: Safer Organisations Safer Children

Ministry of Education | Te Tāhuhu o te Mātauranga: Vulnerable Children Act 2014 – A practical guide

Teaching Council of Aotearoa New Zealand: Our Code Our Standards – Code of Professional Responsibility and Standards for the Teaching Profession

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### Abuse Recognition and Reporting

If you believe a child is in immediate danger, phone the police on 111. If you are concerned about the wellbeing of a child, or want to discuss, report, or refer a concern, contact Oranga Tamariki on 0508 326 459 or contact@ot.govt.nz.

Abuse recognition and reporting processes at Cambridge High School are part of our wider Child Protection (on page 298) policy, which applies to all school staff, contractors, and volunteers, and is available to our school community. These procedures fulfil our requirements under the Children's Act (s. 14) to provide information on identifying and reporting child abuse and neglect.

We expect staff to be alert to changes in student wellbeing or behaviour, and to recognise signs of neglect and abuse. We acknowledge that recognising, sharing, and responding to these concerns as early as possible is key to improving health outcomes for our students. The principal assures the board each year that staff are aware of indicators of abuse, and are familiar with our procedures for reporting abuse.

Cambridge High School has a designated person responsible for child protection policies. Our designated person is the principal, or principal's delegated authority, and is the primary point of contact for concerns about a child, including concerns about abuse or neglect.

Referral notes (for reports of concern to outside agencies) are centrally stored with the principal. This assists with all staff being protected, and ensuring the principal has knowledge of the report.

Recognising the importance of this policy, Cambridge High School staff are made aware of this is in the first half of term one each year.

Cambridge High School works with Oranga Tamariki and the New Zealand Police where appropriate, and liaises with partner agencies and community organisations to support early interventions, with the goal of safe and effective abuse response. We share information with appropriate agencies if it is in the best interests of a student and will support their wellbeing or safety.

Overview of abuse response procedures at Cambridge High School:

* Maintain awareness of the indicators of abuse.
* Support any person disclosing abuse.
* Ensure student safety. Contact the police if there is immediate danger, or Oranga Tamariki for support.
* Record all available information, including disclosures, observations, and concerns.
* Consult with the designated child protection person or seek support from an external agency. Do not act alone.
* The designated child protection person supports the student through systems within the school or external agencies.
* Any person that identifies abuse or receives a disclosure is also advised to seek support for themselves.

Recognising and responding to concerns

Student safety and welfare is the primary concern of Cambridge High School staff. Our staff are trained to be alert to changes in student wellbeing or behaviour, and to recognise signs of neglect and abuse. Information sharing provisions allow staff to share safety and wellbeing concerns, which includes low-level wellbeing concerns through to observations or disclosures of abuse and neglect. If it is in the best interest of a student, staff members are encouraged to proactively and voluntarily share information with other people or organisations who may be able to help.

We advise staff not to act alone when responding to child abuse concerns. This is to protect our staff members, and to avoid prejudicing any legal action. Unless there is immediate danger to a student, staff should consult with the designated child protection person or contact Oranga Tamariki. The designated child protection person reviews any relevant information and decides how best to support the student. This may include sharing information with external agencies, or making a report of concern.

Anyone who has concerns about the safety of a child can make a report of concern to Oranga Tamariki. A report of concern is recommended if it is believed that a child has been or is likely to be harmed, ill-treated, abused, neglected, or deprived. Reports of concern can also be made when there are serious concerns about a child's wellbeing.

Reports of concern can be made by contacting Oranga Tamariki.

Safeguarding Children provides guidance for making an effective report of concern, including details to provide in a report.

When Oranga Tamariki receives a report of concern, they may:

* provide advice about support available to the family/whānau
* refer the matter to other social services, including our social services partners
* complete a child and family assessment and/or investigation.

A joint investigation with the New Zealand Police takes place when there are allegations of harm which meet Oranga Tamariki and the police's joint Police Child Protection Protocol.

If concerns raised by staff or student disclosures do not warrant a report of concern, the designated child protection person reviews any other evidence to see if there are repeated concerns relating to student or their family. The designated child protection person decides if combined evidence meets a higher concern threshold and should be reported. The designated child protection person may organise extra support for the student and/or partner with external agencies to address student needs.

Recognising abuse

Child abuse is defined as harm (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person (Oranga Tamariki Act 1989, s. 2). Neglect is the most common form of abuse, and is defined as the persistent failure to meet a child’s basic physical and/or psychological needs.

Abuse and neglect are more likely to be recognised through observations of behaviour or physical indicators than through direct disclosures. We ensure that staff are able to identify signs of abuse and neglect, and encourage concerns to be shared with the designated child protection person.

For a guide to definitions and indicators of child abuse, see the documents below. These provide examples in different situations of abuse, but are not a definitive list. For any queries, we recommend sharing concerns with our designated child protection person or Oranga Tamariki.

See Definitions of Child Abuse

See Indicators of Child Abuse

Managing disclosure

While abuse is usually recognised through observation, students may willingly or accidentally disclose abuse. In this situation, we handle disclosure with care to ensure the safety and wellbeing of the student, and to avoid prejudicing any legal action.

Any person who receives a disclosure is advised to:

* remain calm, and remember that the safety and wellbeing of the student is the primary concern
* offer reassurance, but do not make any promises or commitments that cannot be kept
* write down information about the time, date, location, and any people present during the disclosure
* write down what the student says in their own words, distinguishing between what the student says and any inferences made
* avoid formally interviewing the student
* ask open questions (rather than leading questions that may cause biased answers)
* ensure the student is supported and that there is a responsible adult at the school who is available to them throughout any investigation by external agencies
* inform the designated child protection person as soon as possible
* refer to Oranga Tamariki or the police if necessary.

We encourage staff to seek support for themselves in the event of abuse disclosure, either from a relevant support person at the school or through external support services.

Allegations against staff members

Child abuse concerns involving staff members may come about through observation or disclosure. These may reflect conduct within the school environment, but we also respond to allegations regarding staff behaviour outside of school. Any allegations against staff are taken seriously and dealt with as a matter of urgency. If someone has been accused of abuse, the school may take steps to prevent contact between that person and students at the school.

Any allegations against staff members should be reported to the principal. If a concern involves the principal, it should be reported to the board chair. See Protected Disclosure (on page 129) for the procedures that ensure staff feel confident they can raise concerns without fear of retaliation.

The school reports allegations of child abuse by staff members to Oranga Tamariki and the police. It is the responsibility of these authorities to assess any evidence and investigate whether child abuse has occurred. The school does not directly investigate allegations.

While student safety is our primary concern, we follow a fair disciplinary process in cases of alleged abuse. We uphold the rights of staff to respond to allegations and seek independent advice. During an investigation by Oranga Tamariki or the police, the school does not conduct its own internal investigations that may prejudice an external decision.

We protect any actual or potential legal action by following the advice of authorities in terms of contact with students, family/whānau, and those facing allegations. If there is insufficient evidence for a criminal prosecution, and following the advice of authorities, the school may conduct its own internal investigation.

Abuse and neglect are classed as a serious breach of the Code of Professional Responsibility | Ngā Tikanga Matatika under the Teaching Council Rules 2016 (Part 3). If we have reason to believe that a teacher has engaged in this type of serious misconduct, we make a mandatory report to the Teaching Council of Aotearoa.

Sharing information and reporting abuse

Under the information sharing provisions of the Oranga Tamariki Act, staff may proactively share information with other approved professionals (e.g. relevant members of staff, the board, and social, family, and community services) if it is in the best interests of the student. The decision to share information can be in response to general wellbeing concerns about a student as well as concerns of neglect and abuse.

Cambridge High School makes decisions about whether to report concerns to Oranga Tamariki or the police based on all available information. The reporting process may also involve other external agencies to identify and address student needs. The school consults with Oranga Tamariki and the police as required to decide who informs parents and/or caregivers, and when.

For further detail about the information that Cambridge High School is able to share and request, see Sharing Information (on page 400).

Storing information

We record all information in writing and keep this securely in a child protection file. The designated child protection person refers to this information when making decisions based on further evidence.

We store all information, including records documenting concerns, conversations, advice received, actions taken (including rationale), and any warnings issued, in accordance with our Privacy (on page 396)and School Records Retention and Disposal (on page 408) procedures.

The principal assures the board each year that staff are aware of indicators of abuse, and are familiar with our procedures for reporting abuse. See Self-Review and Board Assurances (on page 78).

Related topics

Child Protection (on page 298)

Staff Responsibilities for Child Protection (on page 302)

Supporting Student Wellbeing (on page 314)

Protected Disclosure (on page 129)

Privacy (on page 396)

Sharing Information (on page 400)

Legislation <http://www.legislation.govt.nz/>

Children's Act 2014

Oranga Tamariki Act 1989

Children, Young Persons, and their Families (Oranga Tamariki) Legislation Act 2017

Teaching Council Rules 2016

Resources

Oranga Tamariki | Ministry for Children: Contact Us

Oranga Tamariki | Ministry for Children: Identify Abuse

Ministry of Education | Te Tāhuhu o te Mātauranga: Reporting Suspected Abuse

Ministry of Health | Manatū Hauora: Is that child OK?

Safeguarding Children: Worried About a Child?

Safeguarding Children: Making an effective report of concern

Child Matters: Handling Disclosures of Child Abuse

Child Matters: How can I tell? Recognising child abuse

Teaching Council of Aotearoa New Zealand: Conduct concerns

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508), Term 2 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_43880)" on page 531), Term 4 2020 (see "[Term 4 2020 Release Notes - Child Protection - Scheduled Review](#O_36917)" on page 569), [Term 4 2019 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_28859)[Term 4 2019 Internal Review](#O_30571)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_28859) 595), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596)

### Sexual Behaviour in Students

To make our school a physically and emotionally safe place for all students and staff, we have a policy to manage student sexual behaviour in the day-to-day school environment (Education and Training Act 2020, s.127; NELP Priority 1).

Appropriate management depends on whether the behaviour is normal for the age and developmental stage of the student and/or if it is harmful to them or others. We are guided in our understanding of normal, concerning, and harmful sexual behaviour for each age group by current, reliable health information (see Resources below).

The school guides staff in how to manage student sexual behaviour as part of their regular child protection training (see "[Child Protection](#O_13082)" on page 298). Staff are advised to share any concerns early to prevent harm and to ensure that they do not make decisions in isolation.

Normal sexual behaviour

Normal sexual behaviour may be inappropriate in the school environment. This can be managed by teaching about sexual, emotional, and physical development, body and relationship boundaries, and consent. We do this through:

* the health curriculum (see "[Health Education](#O_3491)" on page 39)
* our behaviour management (on page 272) expectations and strategies
* our digital safety (see "[Digital Technology and Online Safety](#O_11325)" on page 362) policies
* safety programmes that encourage students to consider sexual behaviour and boundaries.

They should talk to our guidance counsellors.

This proactive approach helps to protect students and reduces the risk of concerning and harmful sexual behaviour, and sexual harassment and violence.

Concerning or harmful sexual behaviour

Concerning or harmful sexual behaviour puts the student who shows such behaviour and other students and staff members at risk of physical and emotional harm. Such behaviour may indicate that the student is being exposed to inappropriate, unsafe, or abusive content or behaviour outside of school. Concerning and harmful sexual behaviours need intervention and may require escalation to external agencies.

Sexual harassment and violence

Sexual behaviour in students may include acts of sexual harassment and/or sexual violence against other students or staff. This may occur at school or outside of school, and sexual harassment may also occur online. We take all reports of sexual harassment and violence seriously and aim to respond with care and sensitivity.

Sexual violence describes rape, unlawful sexual connection, and indecent assault (Crimes Act 1961).

The Human Rights Act 1993 (s.62) describes sexual harassment as behaviour of a sexual nature which is unwelcome or offensive to the person receiving it and repeated, or of such a significant nature, that it has a detrimental effect on that person. It may also describe an implied or explicit threat or promise that accepting or rejecting this sexual behaviour will affect a person's ability to succeed in their role as an employee or student.

Sexual harassment can take many forms and can be physical, verbal, written, or visual. It can happen in person or through calls, texts, emails, and social media communications. Common examples include:

* jokes, sounds (e.g. wolf whistles), or obscene gestures
* unwanted physical contact and indecent exposure
* displays of obscene material
* sexual propositions or repeated requests for intimacy
* unwelcome and uncalled for remarks or innuendo about a person’s private life
* stalking.

For how we respond to student sexual behaviour concerns and incidents, see Responding to Sexual Behaviour Concerns and Incidents (on page 312).

This policy aligns with NELP Priority 1: Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying.

Related topics

Health Education (on page 39) (includes sexuality education)

Supporting Student Wellbeing (on page 314)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Human Rights Act 1993

Oranga Tamariki Act 1989

Crimes Act 1961

Resources

KidsHealth: Sexual Behaviour in Children & Young People

Oranga Tamariki l Ministry for Children: Concerning or harmful sexual behaviour

STOP l He Hapori Waatea: Tools to Help

Community Law: Sexual harassment and inappropriate behaviour

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508), Term 3 2021 (see "[Term 3 2021 Release Notes – Internal Review](#O_40491)" on page 550), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

#### Responding to Sexual Behaviour Concerns and Incidents

If student sexual behaviour is concerning or harmful or there are student incidents of sexual harassment or violence, Cambridge High School follows the processes below.

Support for those with concerning behaviour

Staff who have concerns about student sexual behaviour or deal with a sexual behaviour incident report to the designated child protection person. At Cambridge High School, this person is the principal, or principal's delegated authority. The designated child protection person discusses any concerns and intended actions with relevant staff as appropriate. We seek external advice if needed, and may make an external referral.

We may seek advice from a range of sources, including:

* our local Ministry of Education advisor
* Oranga Tamariki
* Safeguarding Children
* the New Zealand Police
* an appropriate regional programme such as STOP, WellStop, or Safe Network.

The school works with the student, parents/caregivers, and external agencies as required to support the student and ensure the safety of others at the school. If appropriate, we implement a behaviour support or safety plan, which may include monitoring the student.

If we suspect abuse or neglect, we follow our Abuse Recognition and Reporting (on page 305) process.

Support for affected students

We recognise the significant impact that concerning or harmful sexual behaviour can have on other students. If a student is affected by another student's sexual behaviour, including through sexual harassment or violence, the school works with the affected student and their family/whānau (as appropriate) to investigate the incident.

Students are encouraged to speak with a staff member they trust about any incidents or concerns. Staff members who receive information about student concerns, or reports of sexual harassment and violence, are expected to receive disclosures as outlined in Abuse Recognition and Reporting (on page 305). This includes reporting to the designated child protection person, who leads the school response.

It may be necessary to implement the crisis management (on page 236) plan and/or involve the police, Oranga Tamariki, and the Ministry's Traumatic Incident Team.

We make every effort to create a safe environment to support any affected student, including take appropriate actions to prevent further harm. Also see our Bullying (on page 274)and Stand-down, Suspension, and Exclusion (see "[Stand-down, Suspension, and Exclusion Procedures](#O_28151)" on page 295) policies.

We also offer support to affected staff. See Staff Wellbeing and Safety (on page 333).

For student disclosures of sexual harassment or violence by a staff member, or someone not connected with the school, see Abuse Recognition and Reporting (on page 305).

Recording and reporting

Any concerning sexual behaviour, sexual behaviour incident, or disclosure is recorded, detailing what happened or was said, and who was present. Follow-up actions, including discussions between Cambridge High School staff, contact with parents/caregivers or external agencies, and plans for action are also recorded. Our Privacy Guidelines (on page 397) apply at all times.

Information is only shared with other staff members or external agencies if it is in the best interest of students, and we are guided by our Sharing Information (on page 400) procedures. We communicate with parents/caregivers as appropriate and the police as necessary.

The board is informed of any concerns or incidents that may create an unsafe physical or emotional environment, and any cases where the media might become involved.

Related topics

Crisis Management (on page 236)

Bullying (on page 274)

Responding to Digital Incidents (on page 365)

Abuse Recognition and Reporting (on page 305)

Privacy (on page 396)

Sharing Information (on page 400)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Human Rights Act 1993

Oranga Tamariki Act 1989

Resources

STOP l He Hapori Waatea

Safe Network

WellStop l Whiria Te Tangata

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508)

### Supporting Student Wellbeing

At Cambridge High School, we support student wellbeing/hauora in keeping with the requirements of the Education and Training Act 2020 (s.127). Our whole-school approach to wellbeing/hauora aligns with Tiriti o Waitangi principles and upholds the human rights of all students. We provide a physically and emotionally safe place for all students and make every effort to create an inclusive school culture free of racism, discrimination, and bullying (NELP: Objective 1, Priority 1). We have high aspirations for every student and we work with family/whānau to deliver support that responds to their needs, identities, languages, and cultures (NELP: Objective 1, Priority 2).

As a state school, the principal and school take all reasonable steps to ensure students receive good guidance and counselling (Education and Training Act 2020, s.103).

Whole-school wellbeing approach

We support student wellbeing and recognise that wellbeing directly affects the ability to learn and succeed at school. Cambridge High School seeks to support student wellbeing given the potential impact of wellbeing issues on the emotional, mental, physical, and/or social health of our students.

Our whole-school approach to wellbeing is shaped by our school:

* curriculum (including physical and mental health education)
* culture, environment, and values
* vision and strategic priorities
* senior management systems and procedures
* policies and procedures
* support systems
* community.

We encourage and support students to develop skills, knowledge, values, and key competencies in line with The New Zealand Curriculum or Te Marautanga o Aotearoa.

At Cambridge High School, our comprehensive set of policies and procedures guides how we support student wellbeing.

* Specific processes are in place for students who may experience challenges at school due to a health condition (see "[Health Conditions](#O_12612)" on page 258) or high needs (see "[Learning Support](#O_16385)" on page 31).
* Our behaviour management (on page 272) procedures help us promote positive behaviour and de-escalate challenging behaviour. We respond appropriately to behaviours that impact wellbeing, such as bullying (on page 274).
* Our digital technology (see "[Digital Technology and Online Safety](#O_11325)" on page 362) policies and procedures help us create a safe digital environment and minimise harm to student wellbeing that may be caused by digital incidents.

To support student wellbeing, staff may receive training in cultural competence as appropriate. We are sensitive to cultural differences in the understanding and expression of wellbeing issues and concerns. If necessary, we seek cultural advice and work collaboratively with parents/caregivers and whānau to understand protocols and language to help us support students at school.

We encourage parents/caregivers to share important information about their child's wellbeing with the school as necessary.

Pastoral care

All staff play a role in supporting the wellbeing of our students. Staff maintain positive learning environments and relationships with students, and treat students with respect and fairness. The pastoral care that staff provide guides students to better understand their own wellbeing, seek and use reliable information to make well-considered decisions, and develop lifelong wellbeing skills. Students learn to support their own wellbeing and the wellbeing of others around them.

We monitor student performance, attendance, and behaviour, and take action as appropriate to intervene and support students.

For how we respond to student wellbeing concerns and incidents, see Responding to Student Wellbeing Concerns (on page 316).

This policy aligns with NELP Objective 1: Learners at the Centre.

Related topics

Te Tiriti o Waitangi (on page 1)

Inclusive Education (on page 28)

Learning Support (on page 31)

Health Education (on page 39)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

New Zealand Bill of Rights Act 1990

Human Rights Act 1993

Privacy Act 1993

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Wellbeing in education, Wellbeing in schools and Student wellbeing

Te Pakiaka Tangata: Strengthening Student Wellbeing for Success

Wellbeing at home and school (Primary) and Wellbeing at home and school (Secondary)

TKI: Mental health education: A guide for teachers, leaders and school boards

Education Review Office | Te Tari Arotake Mātauranga: Wellbeing for success: a resource for schools

NZCER | Rangahau Mātauranga o Aotearoa: Wellbeing@School

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 4 2018 (on page 613)

#### Responding to Student Wellbeing Concerns

At Cambridge High School, we follow appropriate wellbeing guidance when responding to student wellbeing concerns.

* Notice – We notice patterns and behaviours and check with students about what may be going on, whether this has happened before, whether it is concerning, and how the student feels about it.
* Investigate – We ask questions to clarify the wellbeing concern or issue, gather information about what is happening and why, what we need to find out, and who should be involved or informed about the concern.
* Collaborative sense-making – We make sense of what we know already, what the information means, what else we need to investigate, and what it means for the student.
* Prioritising to take action – We agree on a plan, take action as required, and seek extra support.
* Monitoring and evaluating impact – We monitor and follow up on how things are progressing for the student, which involves reviewing the plan and evaluating outcomes.

Education Review Office: Wellbeing for Success: A Resource for Schools

Our response to student wellbeing concerns aligns with our Child Protection (on page 298) framework. We aim to ensure the safety of our students and focus on the prevention of abuse and neglect, but we also recognise our responsibility to identify and respond to wellbeing concerns. We acknowledge that responding to wellbeing concerns at an early stage can improve health outcomes for our students.

Wellbeing concerns

We recognise that difficult emotions/feelings and stressful life events can increase vulnerability and have a negative impact on wellbeing. Students may disclose a wellbeing issue to staff, or staff may observe indicators that prompt further investigation into student wellbeing. Staff are aware not every student will show signs of struggling, or ask for help if they need support.

Indicators of student wellbeing concerns may include:

* class disruptions
* challenging behaviour
* problems related to learning
* changes to how students interact with their peers or teachers.

Challenging life experiences may include:

* transitions
* bullying
* low self-esteem
* loneliness
* grief
* anxiety
* depression
* sexuality concerns
* emergencies
* traumatic incidents.

Staff responding to student wellbeing concerns are guided by privacy and confidentiality.

Privacy refers to the right to have personal information protected. The Privacy Act 2020 outlines how personal information must be collected, stored, used, shared, and disposed. For more information see Privacy (on page 396) and Privacy Guidelines (on page 397).

Confidentiality refers to the responsibility to ensure personal information is kept secret. Confidential information may be shared if it is in the best interests of the student. See Sharing Information (on page 400).

Low-risk concerns

Low-risk concerns are wellbeing issues that do not pose immediate harm/danger to a student but still impact their wellbeing and require attention and support. We aim to address concerns as efficiently as possible in order to improve outcomes for our students. We recognise that responding to wellbeing concerns at an early stage can reduce the level of intervention that may be required if the concern becomes more severe.

Staff share low-risk concerns about student wellbeing with the designated child protection person. At Cambridge High School, this person is the principal, or principal's delegated authority. The designated child protection person discusses concerns with relevant staff and/or external agencies as appropriate.

For general low-risk wellbeing concerns, the school ensures that students receive appropriate support. This may include counselling, mentoring, or learning support at school, or making an external referral to health and social services (e.g. family/whānau support agency, social workers) if needed. Our support process is targeted to meet individual student needs. We work with the student and others, as appropriate, to create a student support plan to guide our response.

We inform parents/caregivers about student wellbeing concerns in accordance with privacy guidelines (on page 397). Information may be shared with other staff members and external agencies to support the best interests of students, in compliance with our Sharing Information (on page 400) procedures.

We continue to monitor the wellbeing of our students and work collaboratively with students, families, and support services (as appropriate) to provide ongoing support.

High-risk concerns and situations

A high-risk concern or situation is when there appears to be or is an immediate threat of harm/danger to a student or others. When a high-risk concern arises, we respond as quickly and effectively as possible.

Staff share high-risk concerns about student wellbeing with the designated child protection person, who discusses any concerns and intended actions with relevant staff as appropriate. The school may arrange an intervention as necessary to support the student. If there are any concerns about possible abuse or neglect, we follow the procedures in Abuse Recognition and Reporting (on page 305).

We aim to prevent emotional distress for our students through our whole-school approach to wellbeing. However, we recognise that different students have different needs and stress triggers, and that students may become significantly distressed at school. Student distress signals, behaviours, and ways to self-regulate may differ, and if students become distressed at school, we respond with de-escalation techniques.

De-escalating a stressful or potentially harmful situation is the preferred response to challenging behaviour. It is important when intervening to consider the safety of everyone involved, and to remove observers (such as other students, parents/guardians, etc.) De-escalating focuses on understanding why a student is behaving the way they are, and fostering a more positive relationship to allow for better communication.

Te Kete Ipurangi (TKI) suggests that teachers and staff use the following strategies.

* Ask other students nearby to move away from the area. If this is not possible, it may be better to escort the student(s) with challenging behaviour to another area.
* Allow the student the opportunity to move out of the situation with dignity.
* When appropriate, give the student clear choices and/or directions to help them feel more secure and regain control.
* Show patience, and ensure that a calm and clear tone is used.
* If necessary, send for appropriate help, such as a school nurse or guidance counsellor.

TKI has further resources to assist teachers with developing helpful communication behaviours and how to respond safely to physical aggression

If de-escalation techniques are not working and we are concerned about the wellbeing of the student, we may phone our local crisis assessment team, the police, and/or medical services for support and advice. In crisis situations when someone is at risk of imminent harm, physical restraint (see "[Minimising Physical Restraint](#O_16631)" on page 284) may be used by teachers and authorised staff members as a last resort.

For further information about how we respond to specific situations, see the following topics.

* Self-harm (on page 320)
* Preventing and Responding to Suicide (on page 323)
* Minimising Physical Restraint (on page 284)
* Managing Injuries and Illness (on page 250)

Depending on the circumstances, we may notify parents/caregivers and activate our crisis management plan, which may include informing and supporting our school community.

Students who are regularly distressed or have high needs may need support plans for preventing distress and de-escalating crisis situations at school. If so, we work with the student, parents/caregivers, and any relevant health professionals to plan and provide this support. Also see Learning Support (on page 31) and Health Conditions (on page 258)

Recording wellbeing concerns

We record information about student wellbeing concerns in our school management system. This includes documenting concerns, conversations, incidents, contact with parents/caregivers or external agencies, advice received, actions taken (including rationale), and any follow-up, support, or monitoring plans.

If a wellbeing incident results in an accident, injury, or illness, we follow appropriate recording and reporting processes. See Recording and Reporting Accidents, Injuries, and Illness (on page 254).

Recording of concerns complies with our Privacy (on page 396) and School Records Retention and Disposal (on page 408) procedures.

Support for staff

If dealing with student wellbeing concerns adversely affects staff, they may seek support through senior management and an Employee Assistance Programme (EAP) if available. Staff may also seek support through other external agencies as needed.

Related topics

Sexual Behaviour in Students (on page 310)

Staff Wellbeing and Safety (on page 333)

Alcohol, Drugs, and Other Harmful Substances Policy (on page 345)

Emergency, Disaster, and Crisis Management (on page 202)

Crisis Management (on page 236)

Responding to Digital Incidents (on page 365)

Behaviour Management (on page 272)

Legislation <http://www.legislation.govt.nz/>

Children's Act 2014

Oranga Tamariki Act 1989

Resources

Kidshealth: Emotional and mental wellbeing

Mental Health Foundation: Helplines & Support

0800 What's Up (a phone and chatline for 5–19 year olds to talk about the challenges in their everyday lives)

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508)

#### Self-harm

Self-harm can also be referred to as self-injury or non-suidical self-injury (NSSI). Self-harm is when someone directly and deliberately causes physical harm or injury to themselves, usually without suicidal intent. Students may self-harm for different reasons, including as a coping strategy to manage difficult emotions and/or life events (e.g. anxiety, distress, bereavement, grief). Self-harming behaviour can range in severity from minor to severe and can start at any age. As self-harm can cause mental and physical health issues and is a risk factor for suicide, Cambridge High School has clear procedures in place for intervention and response.

Our school follows the procedures below to ensure students who self-harm are supported. All staff are made aware of these procedures as part of their staff orientation and/or regular child protection training. If required, we may activate our crisis management (on page 236) plan to guide our response.

Responding to self-harm

School response

Staff may notice evidence of self-harming or students may disclose that they are self-harming to a staff member. If this happens, staff:

Self-harming behaviour may include cutting, burning, fighting, bruising, scratching, engaging in harmful sexual behaviour, or overdosing on medication/drugs without suicidal intent. This behaviour can be difficult to identify and students may keep it a secret.

The signs below do not always indicate a student is self-harming, but can be used to recognise and check in with students about their wellbeing. Possible signs of self-harm may include:

* unexplained cuts, burns, or bruises on the body (especially on the arms and legs)
* continually wearing clothing that is inappropriate for the weather or situation to cover up their body (e.g. long-sleeved or bulky clothing)
* possession of sharp objects that could be used to self-harm such as razors, knives, pins, or needles
* other evidence or references to self-harming in their work.

These signs could also be indicators of abuse. If necessary, we follow the procedures in Abuse Recognition and Reporting (on page 305) to ensure the safety and wellbeing of the student.

* listen calmly to the student without judgement
* offer reassurance and let them know they are not in trouble, but do not make any promises or commitments that cannot be kept
* acknowledge student feelings/emotions and let them know they are not alone
* explain the limits of confidentiality and that senior staff must be informed, to establish support for the student

Privacy refers to the right to have personal information protected. The Privacy Act 2020 outlines how personal information must be collected, stored, used, shared, and disposed. For more information see Privacy (on page 396) and Privacy Guidelines (on page 397).

Confidentiality refers to the responsibility to ensure personal information is kept secret. Confidential information may be shared if it is in the best interests of the student. See Sharing Information (on page 400).

* discuss their concerns with the designated person (at Cambridge High School, this person is the principal, or principal's delegated authority) and parents/caregivers (as appropriate), and agree on a plan to ensure student safety
* follow the procedures under Preventing and Responding to Suicide (on page 323), if there appears to be any risk of suicide

Teachers are not counsellors, psychologists, or mental health specialists. Trained counsellors or other mental health professional can carry out assessments and screen for suicidal risk. Teachers are not responsible for examining the degree of risk or deciding the level or form of intervention needed.

Mental health education: A guide for teachers, leaders, and school boards (Ministry of Education)

* follow the guidelines in Recording and Reporting Accidents, Injuries, and Illness (on page 254) as appropriate.

Peers or friends may also notice or have concerns that someone is self-harming. They are encouraged to inform a teacher or staff member so that the school can follow the appropriate procedures and arrange support for the affected student.

We work with the student, parents/caregivers, and relevant health professionals, as appropriate, to set up and maintain support at school and outside of school. A support or safety plan may be developed and staff may monitor the behaviour and wellbeing of the student.

Parent/Caregiver concerns

In line with our whole-school approach to wellbeing, we encourage parents/caregivers to inform the school if they are concerned that their child may be self-harming. This helps the school take appropriate actions to ensure the student is safe while at school. Parents/Caregivers may work closely with relevant staff to support the student as necessary.

Responding to a self-harm incident that takes place at school

If a student self-harms at school, this may cause considerable distress to other students and staff. If this happens, staff:

* provide first aid as needed, following the guidelines in Managing Injuries and Illness (on page 250) and Communicating about Injuries and Illness (on page 253) as required, and notify relevant staff and parents/caregivers
* move the injured student away from others if it is safe to do so
* request further assistance if necessary
* stay with the injured student to ensure their safety (i.e. to stop them self-harming again)
* follow the procedures in Searches, Surrender, and Retention of Property (on page 277) to request the surrender of any harmful item(s) that the student may have used to self-harm
* discuss next steps with the designated person (at Cambridge High School, this person is the principal, or principal's delegated authority), and agree on a plan to support the student, which may include checking for suicide risk and working with a health professional as appropriate

Teachers are not counsellors, psychologists, or mental health specialists. Trained counsellors or other mental health professional can carry out assessments and screen for suicidal risk. Teachers are not responsible for examining the degree of risk or deciding the level or form of intervention needed.

Mental health education: A guide for teachers, leaders, and school boards (Ministry of Education)

* activate the crisis management plan and request support from the Ministry of Education's Traumatic Incident team, if appropriate and depending on the nature of the event
* follow the guidelines in Recording and Reporting Accidents, Injuries, and Illness (on page 254).

After the incident, staff work collaboratively with the student, family/whānau, and support services as appropriate to monitor ongoing wellbeing. If any concerns arise, we review the support or safety plan and take additional actions as needed.

Recording self-harm concerns

We record information about student wellbeing concerns in our school management system. This includes documenting concerns, conversations, incidents, contact with parents/caregivers or external agencies, advice received, actions taken (including rationale), and any follow-up, support, or monitoring plans.

If a student self-harms at school and may be given first aid, we also follow the appropriate recording and reporting processes for such circumstances. See Recording and Reporting Accidents, Injuries, and Illness (on page 254).

Recording processes comply with our Privacy (on page 396) and School Records Retention and Disposal (on page 408) procedures.

Support for others

We recognise that a self-harm incident can impact other students, particularly if the incident took place at school. We take appropriate actions to support affected students who may experience a range of emotions after the incident.

We also take reasonable actions to prevent the spread of misinformation and to protect against potential copycat behaviour. We encourage students to seek support if they are feeling concerned.

Staff and other members of our school community affected by incidents of self-harm are encouraged to seek support through health professionals and support services. Staff may seek support through senior management and an Employee Assistance Programme (EAP) if available.

For staff concerns about colleagues at risk of self-harm, see Staff Wellbeing and Safety (on page 333).

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Children's Act 2014

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Behaviour Support and Emergencies and traumatic incidents

Mental Health Foundation: Self-harm

Youthline | Te Ara Taiohi Whakatapua Kia Ora Ai: [Self-Harm](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_24186)

KidsHealth: Self Harm

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 4 2018 (on page 613)

#### Preventing and Responding to Suicide

Cambridge High School aims to provide a physically and emotionally safe place for students, in keeping with the requirements of the Education and Training Act 2020.

If there is a suicide concern (disclosed or identified), we follow the procedures below, as well as guidance in the Ministry of Education’s resource kit for schools (see Resources below) to ensure the student is supported. When an incident happens, there may not be time to plan a response. As such, all staff are made aware of these procedures as part of their staff orientation and/or child protection training. We may also activate our crisis management (on page 236) plan to guide our response.

Preventing suicide

Our whole-school wellbeing approach (see "[Supporting Student Wellbeing](#O_25608)" on page 314) considers suicide prevention strategies. Part of this responsibility involves:

* mental health education
* being aware of common warning signs of suicide

Common signs of suicide may include:

* unexpected changes in academic performance (e.g. failure to complete assessments and abrupt changes in attendance)
* ideas and themes of depression, death, and suicide (e.g. written work, artwork, conversations)
* sudden changes in mood (e.g. withdrawal, anger, tearfulness)
* grief about a significant loss (e.g. recent relationship breakdown or bereavement)
* withdrawal from relationships (e.g. loss of interest in relationships or other social activities)
* physical symptoms with emotional cause (e.g. self-harming or poor personal hygiene)
* high-risk behaviour (e.g. harmful use of alcohol and/or drugs)

Ministry of Education: Preventing and responding to suicide - Resource kit for schools

* talking to students about available support services for wellbeing
* guiding students to cope effectively with challenging situations and emotions, and promoting resilience.

We are aware of the potential risk factors for suicidal behaviour, such as bullying, discrimination, trauma, isolation, and challenging life experiences. We take all reasonable actions to reduce risk factors at our school and focus on promoting protective factors, such as creating an inclusive school culture that values wellbeing and support, and fostering healthy student-teacher relationships.

Responding to concerns about suicide risk

We recognise that students may express suicidal ideation (suicidal thoughts) with or without having a plan to commit suicide. If suicide is a risk, staff are permitted to breach confidentiality to ensure student safety, particularly in an emergency.

Privacy refers to the right to have personal information protected. The Privacy Act 2020 outlines how personal information must be collected, stored, used, shared, and disposed. For more information see Privacy (on page 396) and Privacy Guidelines (on page 397).

Confidentiality refers to the responsibility to ensure personal information is kept secret. Confidential information may be shared if it is in the best interests of the student. See Sharing Information (on page 400).

School response

Staff may notice warning signs of suicide or students may disclose that they are feeling suicidal to a staff member. If this happens, staff:

* listen to students without judgement and let them know they are willing to help
* offer reassurance and let them know they are not in trouble, but do not make any promises or commitments that cannot be kept
* acknowledge student feelings/emotions and let the student know they are not alone
* explain the limits of confidentiality and that relevant staff must be informed to establish support for the student

Privacy refers to the right to have personal information protected. The Privacy Act 2020 outlines how personal information must be collected, stored, used, shared, and disposed. For more information see Privacy (on page 396) and Privacy Guidelines (on page 397).

Confidentiality refers to the responsibility to ensure personal information is kept secret. Confidential information may be shared if it is in the best interests of the student. See Sharing Information (on page 400).

* discuss their concerns with the designated person (at Cambridge High School this person is the principal, or principal's delegated authority), even if uncertain of the seriousness of the risk.

If there is no imminent threat of suicide but the student is at risk, we work collaboratively with parents/caregivers and support services, as appropriate, to develop a safety plan and supports for the student. Students who may be at risk of suicide should be assessed by trained professionals.

Teachers are not counsellors, psychologists, or mental health specialists. Trained counsellors or other mental health professional can carry out assessments and screen for suicidal risk. Teachers are not responsible for examining the degree of risk or deciding the level or form of intervention needed.

Mental health education: A guide for teachers, leaders, and school boards (Ministry of Education)

Responding to the imminent threat of suicide

If there is a concern that a suicide attempt may be made, we act as follows.

* Ensure the student is not left alone.
* Request further assistance and ensure the safety of other students.
* Inform the designated person (at Cambridge High School, this person is the principal, or principal's delegated authority), and contact parents/caregivers, as appropriate. Staff agree on a proposed safety plan, which may include arranging external support and school monitoring and follow up.
* People who are with the student support them until responsibility can be transferred to a parent/caregiver, emergency contact, counsellor/psychologist, or other health professional.

If a student has attempted suicide, or has been hospitalised or removed from the school as at risk of suicide, the school carries out the following actions.

* Follow the procedures in Managing Injuries and Illness (on page 250), which may include phoning the regional mental health services crisis assessment team.
* Follow the guidelines in Communicating about Injuries and Illness (on page 253), and notify relevant staff and parents/caregivers.
* Follow the guidelines in Recording and Reporting Accidents, Injuries, and Illness (on page 254) as appropriate.
* Consult with parents/caregivers and support services to ensure that a safety plan and supports are in place before the student returns to school. Review the safety plan with the student, parents/caregivers, and support services as needed.

Responding to a death by suicide

A traumatic incident, such as a death by suicide, adversely affects the whole school community. The school responds as appropriate in the immediate aftermath and provides ongoing support for students and staff. This involves implementation of the crisis management plan and contact with the Ministry of Education's Traumatic Incident Team.

Our response is also guided by the Ministry of Education's resource kit for managing a student death by suicide. This process involves the following steps.

* Communicating with the school community and liaising with the bereaved family/whānau. We are aware that discussion about the means of the suicide should be explicitly restricted (Coroners Act 2006). This is to prevent distress to other students, and to prevent information spreading and causing potential copycat behaviour.
* Identifying students who may be at risk, such as friends or classmates, and ensuring they receive appropriate support and/or counselling.
* Encouraging students to seek support if they are feeling concerned or distressed. Staff are also able to seek appropriate support, as required.
* Returning to normal learning routines and using the whole-school wellbeing approach to promote wellbeing and positive coping strategies.

If there is a death by suicide of a past student, a student from another school, a member of the school community, or a family/whānau member, we ensure any affected students receive appropriate support.

Staff and other members of our school community affected by suicide are encouraged to seek support through health professionals and support services. Staff may seek support through senior management and an Employee Assistance Programme (EAP) if available.

Recording and reporting

We record information about student wellbeing concerns in our school management system. This includes documenting concerns, conversations, incidents, contact with parents/caregivers or external agencies, advice received, actions taken (including rationale), and any follow-up, support, or monitoring plans.

If a student attempts suicide at school, we follow the appropriate recording and reporting processes. See Recording and Reporting Accidents, Injuries, and Illness (on page 254).

Recording processes comply with our Privacy (on page 396) and School Records Retention and Disposal (on page 408) procedures.

For staff concerns about colleagues at risk of suicide, see Staff Wellbeing and Safety (on page 333).

Related topics

Self-harm (on page 320)

Crisis Management (on page 236)

After an Emergency, Disaster, or Crisis (on page 238)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Coroners Act 2006

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Emergencies and traumatic incidents

Ministry of Education | Te Tāhuhu o te Mātauranga: Preventing and responding to suicide – Resource kit for schools

Mental Health Foundation: Suicide prevention

Healthify | He Puna Waiora: Suicide prevention (includes links to community and Māori and Pasifika initiatives)

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508), Term 4 2018 (on page 613)

Keyword: self harm, self-harm, self injury, self-injury

### Food and Nutrition

At Cambridge High School, we promote a healthy lifestyle to our school community (students, staff, and families/whānau) as part of our commitment to a safe and inclusive school environment. Educating students about nutrition and encouraging healthy active learning contributes to their personal success and wellbeing, and to a healthier community for everyone. We communicate our nutrition messages to the wider school community clearly and consistently in various ways.

Our school follows food safety (on page 327) guidelines.

Promoting a healthy food and drink environment

A healthy food and drink environment helps support a young person's wellbeing/hauora, including their immediate physical and mental growth and development. It also helps establish positive behaviours for the future. Good nutrition can positively affect student behaviour, learning, concentration, and energy.

At Cambridge High School, we:

* ensure that any food or drink provided by/through the school (e.g. in class or sold at school) aligns with national food and nutrition guidelines, such as Healthy Food and Drink Guidance – Schools
* incorporate nutrition education across the curriculum, including the health programme
* encourage staff to model healthy food and drink choices
* provide nutrition messages and food that acknowledges the diversity of our community and considers those with special dietary needs (e.g. allergies and intolerances, and religious, cultural, and ethical food requirements)
* consider our nutrition messages when deciding on food provided by the school (e.g. class rewards and celebrations, student prizes, special events, fundraising activities, and school camp menus)
* actively promote physical activity as the partner of good nutrition
* encourage students taking part in physical activity to drink water for hydration and to refuel with healthy snacks.

Related topics

Food Safety  (on page 327)

Allergies (on page 260)

Inclusive Education (on page 28)

Supporting Student Wellbeing (on page 314)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Healthy Active Learning

Te Whatu Ora | Health New Zealand: Healthy Active Learning

Ministry of Health | Manatū Hauora: Healthy Food and Drink Guidance – Schools

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46414)" on page 510), Term 4 2022 – NAGs (see "[Term 4 2022 Release Notes - Internal Review - NAGs](#O_46344)" on page 514), Term 4 2020 (see "[Term 4 2020 – Internal Review](#O_36510)" on page 572), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600)

#### Food Safety

Any food provided by Cambridge High School is safe to eat. We meet food safety guidelines by:

* following recommended health guidelines for hand washing
* following the 3 Cs:
* Clean: preparing food in a hygienic environment
* Cook: ensuring food is cooked properly
* Chill: storing and transporting food appropriately
* taking extra care in hot weather and with high risk foods.

Cambridge High School may provide food as part of a lesson, as treats, or on special occasions. If schools sell food they may also be required to register as a national programme or to register a food control plan under the Food Act 2014.

Fundraising

If selling food for fundraising activities, we follow food and safety guidelines and register under the Food Act if required.

Food sold as part of fundraising activities has different registration requirements: pre-packaged shelf-stable food does not require registration (e.g. confectionery sales); and reheated, chilled, frozen, and repackaged food, or food prepared or cooked at home or at the school (e.g. for bake sales or sausage sizzles) can be sold up to twenty times per year without registration.

The calculation of "twenty times per year" relates to the organising body of the activity. If some fundraising activities are organised centrally by the school and others are organised by individuals or groups, then each organising body can fundraise without registration up to twenty times. If an organising body sells food as part of a fundraising activity more than twenty times a year, they need to register under a food control plan or a national programme, depending on the type of food sold.

Related topics

Food and Nutrition (on page 326)

Fundraising (on page 158)

Legislation <http://www.legislation.govt.nz/>

Food Act 2014

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Food safety for schools and kura (Food Act 2014) (includes links to the MPI pamphlets below)

Ministry for Primary Industries | Manatū Ahu Matua: Guidance on Schools: What does the Food Act mean for me?

Ministry for Primary Industries | Manatū Ahu Matua: Fundraising: What does the Food Act mean for me?

Ministry for Primary Industries | Manatū Ahu Matua: Preparing and storing food safely at home

Ministry for Primary Industries | Manatū Ahu Matua: Clean, Cook, Chill

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46414)" on page 510), Term 3 2018 (on page 615)

### Interval and Lunch Supervision

The purpose of duty at break times is to ensure that our school is physically and emotionally safe for all students. Supervision allows duty staff to respond to any incidents quickly, and ensures student safety and wellbeing while they are on school grounds.

The deputy principal organises duty. A rostered timetable is displayed in the staffroom and issued to each teacher and relevant learning support staff at the start of the year, and updated as required. Duty responsibilities are considered as part of the timetabling process (see "[Timetable](#O_16675)" on page 107).

Supervision guidelines

The following guidelines ensure effective supervision at break times.

* Duty staff report on duty prepared and on time.
* Relievers are required to cover any duty responsibilities for the teacher they replace.
* We ensure an adequate number of staff are rostered to cover all supervision duties.
* Duty staff patrol proactively, and use our school values and behaviour management procedures to respond to problems as needed. Student concerns and complaints are taken seriously, and duty staff support students who request help.
* We treat injury or illness in the playground according to our procedures for managing injuries and illness.
* We follow our sun protection practices as appropriate.
* On wet days, duty is as normal for duty staff.

Related topics

Behaviour Management (on page 272)

Managing Injuries and Illness (on page 250)

Sun Protection (on page 358)

Bullying (on page 274)

Missing Student Procedure (on page 329)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46414)" on page 510)

### Before and After School Supervision

Students should arrive at school and leave school at reasonable times unless they are involved in supervised school activities. For student safety, we ask parents/caregivers to ensure students arrive at school after 8.10 am and have left the school grounds by 3.40 pm.

If students need help to contact their parents/caregivers or emergency contacts after school, the school takes responsibility for their care until an appropriate arrangement is made. In exceptional circumstances, this may include contacting the police, and/or Oranga Tamariki.

Related topics

Primary Duty of Care (on page 187)

Student Attendance (on page 391)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Resources

Ministry of Education l Te Tāhuhu o te Mātauranga: Responsibilities to students outside school

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 2 2023 (see "[Upcoming Changes TEMPLATE to duplicate](#O_48943)" on page 496)

### Missing Student Procedure

Attendance is monitored through our student management system (SMS), and parents/caregivers are notified of absences (see "[Student Attendance](#O_16838)" on page 391) and/or patterns of absences. If a student doesn't arrive at school or goes missing during the day (including EOTC), we follow our usual absence monitoring procedures, which includes verifying the absence (i.e. checking there is no error with recording their attendance, or that the student has not gone home ill) and contacting parents/caregivers or emergency contacts. If we then have reason to be concerned, we take the following steps:

1. Search the school grounds, including asking friends or classmates if they know the location of the student, or have been contacted by the student privately (such as by text or social media).

* If there is reason to believe a student may be missing due to a specific incident, such as a trespasser on school grounds or a kidnapping, we contact the police immediately.

1. Contact parents/caregivers or emergency contact, and inform the principal or senior management. Attendance staff and/or the principal determine if the police need to be called.
2. After the situation is resolved, record the incident, and debrief.

Student missing during emergency situation

If a student is missing during an emergency situation, such as during an evacuation or drill, we take the following steps:

1. Notify the principal immediately.
2. If it is safe, search the school buildings or area where the student was last seen.
3. If the student is found, determine if medical help is required. Notify the principal, searchers, and the parents/caregivers of the student.

* If the student is not found, notify the police, relevant emergency personnel, and parents/caregivers immediately. Follow police instructions and, if necessary, implement the crisis management (on page 236) procedure.

1. After the situation is resolved, record the incident, and debrief. Notify WorkSafe if it is a notifiable incident.

Related topics

Crisis Management (on page 236)

Evacuation (on page 209)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

WorkSafe Notifiable Events (on page 256)

Student Attendance (on page 391)

Rights of Parents, Guardians, and Caregivers (on page 330)

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46414)" on page 510), Term 2 2022 (see "[Internal Review Upcoming Changes T3 2021](#O_43880)" on page 531), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 3 2018 (on page 615)

### Rights of Parents, Guardians, and Caregivers

Cambridge High School recognises the rights and roles of parents, guardians, and caregivers. We ensure that we comply with all legal requirements while keeping the student at the centre of all our decision-making.

Definitions

Usually, a child's parents are joint guardians of their child from birth (often referred to as natural guardians) if they are both recorded on their child's birth certificate, and/or were at any time between the child's conception and birth in a legally recognised relationship (i.e. marriage, civil union, de facto relationship).

* Parents who are guardians remain guardians of their children even if separated, subject to any court orders that are in place.
* Guardians have a responsibility for their child’s care, development, and upbringing. Guardians are responsible for making education decisions for their child, and have a duty to consult with each other.
* If guardians cannot agree about an education decision, the dispute needs to be determined by the Family Court.
* A child can have more than two guardians. For example, the Family Court can appoint other adults (such as a new partner or grandparents) as guardians.
* The Family or High Court may appoint itself as a child's legal guardian, and may appoint Oranga Tamariki – Ministry for Children to act as its agent. In this case, other guardians will still be consulted and asked for consent to any education decisions made for the child (unless there is a court order that states otherwise).
* Caregivers are those who regularly look after a child but do not have the same rights as a guardian unless legally appointed. Caregivers raising whāngai children are not automatically guardians unless appointed by the Family Court.

Rights of the guardian

Except where there are any court orders in place restricting guardian rights, parents/guardians are entitled to:

* contribute to major education decisions – for example, which school their child attends, special class admission, religious instruction, or any other decisions affecting their child
* see their child's school records, subject to any legal restrictions
* discuss their child's educational progress with the principal and teachers
* receive school newsletters and a copy of their child’s school reports
* access any digital platform that the school uses to communicate progress and achievement
* vote in board elections (in accordance with the legal requirements for board elections)
* participate in parent groups or meetings and other school functions
* exercise other rights of parents and guardians as outlined in the Education and Training Act 2020 and other relevant legislation.

The guardians themselves must take the initiative in exercising these rights.

Contact rights at school

Any parent, guardian, or other person wishing to have contact with a student during school hours must follow our Visitors (on page 198) policy.

We ask that learning is not disrupted by unnecessary communication throughout the day (e.g. texts, social media, phone calls, or email). The school also considers it inappropriate for someone who is subject to a court order or other legal restriction to attempt to communicate with a student at school. School staff will question such communication in these situations, and may take steps to prevent further contact if necessary.

If the school has concerns about a person wanting to contact a student at school (e.g. doubt over identity, good faith, or legal rights) we keep student welfare at the centre of all decision-making and may:

* contact the parent and any guardian or a third party to confirm the person's identity and contact rights
* ask to see any agreement or court order (if not already held by the school), or contact the person's solicitor, if the person claims contact under a parenting order. If the order says "reasonable contact", then the school may refuse contact until after school hours so that school operations and student routines are not disrupted.
* deny unrestricted contact with the student (especially if it is suspected the person may remove the student from school) and act as necessary to protect the welfare of the student (including contacting third parties such as the police)
* supervise any meeting with the student, if appropriate.

The school can decline requests for contact if a parenting order or protection order is in place. If neither can be produced, one parent cannot ask the school to deny access (including access to school reports and parent/teacher meetings). Once a student is 16 years old, they are able to make their own decisions about contact.

Legislation <http://www.legislation.govt.nz/>

Care of Children Act 2004

Children's Act 2014

Education and Training Act 2020

Related topics

Parent/Guardian Arrangements (on page 332)

Student Attendance (on page 391)

Child Protection (on page 298)

Visitors (on page 198)

Communicating with Parents (on page 13)

Privacy (on page 396)

Resources

Ministry of Justice | Te Tāhū o te Ture: Care of Children

New Zealand Government | Te Kāwanatanga o Aotearoa: [Whāngai](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_45923)

Keywords: non custodial, non-custodial

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46414)" on page 510), Term 2 2020 (see "[Term 2 2020 Release Notes – Scheduled Review](#O_34352)" on page 580), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596)

### Parent/Guardian Arrangements

Parents/Guardians are responsible for informing the school of day-to-day care, pick-up, and contact arrangements in place for their child.

Care arrangements and court orders

Day-to-day care arrangements for students with separated parents (or students with multiple guardians or changing guardianship) can be agreed informally, recorded in a formal agreement, or determined by a parenting order from the Family Court.

Cambridge High School requires parents/guardians to provide the school with a copy of any current agreement or court order related to the care of their child and to update the school immediately if there are any changes. The school must follow any changed arrangements, particularly if a court order has been made under urgency. If the school has concerns, we follow our process for dealing with concerns as outlined in Rights of Parents, Guardians, and Caregivers (on page 330).

The principal or another authorised staff member may share confidential information about care arrangements with relevant staff, as required. In order to help manage care arrangements, we also request that family contact details are kept up to date. All personal information is managed according to our Privacy (on page 396) policy.

Any dispute over the rights of separated parents regarding their child’s education, day-to-day care arrangements, and communication at/with the school should be resolved by the parents, or through the courts. The school is not able to settle disputes.

Surnames

At Cambridge High School, we use students' legal surnames so that NZQA, formal documents, applications for licences, etc, match their passports and birth certificates.

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46414)" on page 510), Term 2 2020 (see "[Term 2 2020 Release Notes – Scheduled Review](#O_34352)" on page 580)

## Staff Wellbeing and Safety

Our board is responsible for the health and safety of all staff. We aim to create a safe physical and emotional environment, and a positive, inclusive culture to support effective teaching and learning. Our school monitors the health of workers as part of its primary duty of care (on page 187).

At Cambridge High School:

* we provide appropriate induction (see "[New: Staff Induction](#O_34923)" on page 95) and professional guidance
* workplace harassment (on page 339) or bullying is not tolerated
* staff may request leave (see "[Staff Leave](#O_18860)" on page 140) as required
* staff may request access to professional development (see "[New: Professional Development](#O_34932)" on page 128) and mentoring, as required, to increase competency and confidence and reduce stress
* staff may apply for flexible working arrangements (on page 102) to be considered
* we recognise stress in the workplace (on page 335) as a hazard, work to manage it, and encourage staff to speak up if they need support
* we have guidelines for the use of social media (see "[Staff Social Media](#O_8971)" on page 337) to protect staff and students
* we understand the increased risk from working alone (see "[Staff Working Alone](#O_4084)" on page 336).

To support staff wellbeing and safety, we ensure that:

* staff are made aware of our emergency, disaster, and crisis management (on page 202) and healthcare (on page 241) procedures
* if a staff member is a subject of a concern or complaint, they are informed about the concerns and complaints (on page 109) process and are offered appropriate support
* if a staff member is involved in a confrontation (physical or verbal), they are offered support appropriate to the situation, which may include an incident debriefing.

Staff are encouraged to report any health or wellbeing concerns to the principal and senior management. Counselling may be available through an Employee Assistance Programme (EAP) or a general practitioner (GP) can help to organise a counselling service.

We encourage staff to support each other. Staff with concerns about the mental health of a colleague can raise this with the principal or an appropriate staff member. If a staff member becomes aware that a colleague is at risk of self-harm or suicide, they should consult with the principal or an appropriate staff member. In the case of the imminent threat of suicide, we ensure the person's immediate safety and ring 111 or our regional crisis assessment team .

If a staff member has an accident, injury, or illness at work, we follow the procedures in Managing Injuries and Illness (on page 250) and Recording and Reporting Accidents, Injuries, and Illness (on page 254). Our health and safety committee and elected health and safety representatives are (see "[Elected Health and Safety Representative](#O_13633)" on page 202) responsible for promoting the interests of staff who have suffered illness or injury at work, including support for returning to work.

Support for returning to work

Support and rehabilitation is an important part of our safety management system (on page 185). Cambridge High School understands that staff who have been on leave may require support to return to the workplace. We follow Ministry guidance to offer support to staff. This includes:

* addressing relevant workplace hazards (see "[Risk Management](#O_430)" on page 191) (including psychosocial)
* agreeing to an effective return to work plan

A return to work plan may include:

* suitable duties being offered including modified or alternative duties
* frequency and duration of hours of work and work breaks
* support, aids, or modifications to the workplace
* time off for medical appointments
* special needs and conditions, and how the school can help (e.g. assistance with transport)
* time frames
* monitoring and reviewing progress so that problems can be identified and managed early.

Ministry of Education | Te Tāhuhu o te Mātauranga: Injury and illness (see Creating a return-to-work plan) .

* working with all parties as appropriate.

Parties may include the employee's family/whānau, board, the employee's manager or coworkers, the health and safety committee and elected health and safety representatives, ACC, or treatment providers.

Related topics

Worker Engagement, Participation, and Representation (on page 201)

Harassment Complaints Procedure (on page 343)

Performance Management (on page 124)

Inclusive Education (on page 28)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Wellbeing for staff

WorkSafe l Mahi Haumaru Aotearoa: Your rights and obligations

ACC: Supporting your injured employee to recover at work

Mental Health Foundation: Workplaces

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46415)" on page 512), Term 3 2022 (see "[Term 3 2022 Release Notes - Internal Review](#O_45008)" on page 522), Term 3 2020 (see "[Term 3 2020 Release Notes - Scheduled Review](#O_34915)" on page 575)

### Stress in the Workplace

At Cambridge High School we work together to create a healthy environment that minimises workplace stress.

We maintain a mentally healthy workplace by:

* not tolerating bullying, harassment, or discrimination
* promoting mental wellbeing and encouraging staff to take breaks
* educating our staff about stress
* providing procedures for identifying and managing risk (see "[Risk Management](#O_430)" on page 191) factors and stressors in our school
* helping staff understand their role within the school
* discussing workload and stress levels at health and safety meetings (see "[Worker Engagement, Participation, and Representation](#O_5622)" on page 201) and during professional conversations
* ensuring the board and staff accept joint responsibility for stress management
* promoting a healthy work-life balance
* providing information about support services that staff can access.

Managing stress

Stress can have a negative impact on a person's health and wellbeing, and individuals can respond to stress in a variety of ways.

We encourage staff to:

* speak up if they need help or support
* report harassment or discrimination
* support colleagues to speak up if they need help
* take their own steps to stay mentally healthy at work (e.g. taking breaks)
* treat everyone with respect
* ask about options (e.g. flexible working arrangements, special leave) if they need time away from work to manage mental wellbeing.

Staff have a duty to report workplace risks, including stress. The principal or board may request staff experiencing workplace stress see a doctor for confirmation and diagnosis, but staff may decline. The board or principal can request a medical certificate from staff who have been on sick leave for three or more days. Staff members reporting workplace stress are supported to develop a stress management plan.

If the board is asked to approve stress-related leave, they act in good faith on the basis of information and advice available at the time their decision is made. When making a decision, they also consider the best interests of all students, parents/caregivers, and staff.

Related topics

Staff Wellbeing and Safety (on page 333)

Harassment (on page 339)

Staff Leave (on page 140)

Primary Duty of Care (on page 187)

Resources

WorkSafe | Mahi Haumaru Aotearoa:

Work-related stress

Supporting mentally healthy work

Employment New Zealand: Stress Leave

Mental Health Foundation: Workplaces

All Right?: Workplace Wellbeing

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46415)" on page 512)

### Staff Working Alone

There may be an increased risk to staff if they are working alone on site. This may include:

* working after hours
* attending after hours meetings
* opening and closing buildings at the start and end of the day
* working in a location during the school day where a staff member can’t physically see or talk to other staff members.

We consider the risks involved for staff working alone. See Risk Management (on page 191).

Staff with concerns about working alone may want to discuss their concerns with a senior staff member. In an emergency situation, staff call the police.

When working alone during the school day or after hours, staff take sensible safety precautions, which may include:

* having access to a phone
* letting other staff know when they are leaving at the end of the day
* parking vehicles close to a building entrance and keeping to lit areas, as appropriate
* locking all entry points when in a building alone after hours
* not approaching or having meetings with parents/caregivers or members of the public alone after hours
* not engaging in activity that may involve increased risk without someone present (e.g. working at height, using unfamiliar machinery or equipment)
* informing someone when going into school after hours, including contacting them on arrival and departure, and having an agreed plan if contact is not made.

Staff are security conscious to protect themselves and school property. See School Security (on page 170).

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Health and Safety at Work (General Risk and Workplace Management) Regulations 2016

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46415)" on page 512)

### Staff Social Media

At Cambridge High School we are committed to creating a safe online environment for our staff and community. When staff use social media in their professional role, they work to preserve confidentiality and maintain professional standards. Staff operate under the assumption that all information published on social media may become public, regardless of privacy settings. We encourage staff to also consider privacy issues in their personal use of social media.

Staff are vigilant about safe and appropriate out-of-school contact with students, including through social media, texting, and emails. The following guidelines promote the positive use of social media by staff.

Staff with concerns about how to use social media can discuss this with the principal. Complaints or concerns relating to staff use of social media are dealt with through the Complaints (see "[Concerns and Complaints](#O_12727)" on page 109) procedure and/or Responding to Digital Incidents (on page 365) guidelines, as appropriate.

Staff use of social media in professional roles

Staff may use school approved social media platforms as part of their role to communicate with the school community, for example, in classroom blogs, the school website, and school social media sites. Appropriate use of social media encourages students to use technology confidently and understand the issues involved.

Our school only uses online tools, platforms, and apps after we have considered and approved their terms and conditions, privacy settings, data collection, and content ownership agreements.

Social media administrators are considered online content hosts under the Harmful Digital Communications Act and may be legally responsible for social media posts. Staff follow Digital Technology and Cybersafety (see "[Digital Technology and Online Safety](#O_11325)" on page 362) and any use agreements.

The definition of an online content host in the Harmful Digital Communications Act 2015 is:

"in relation to a digital communication, means the person who has control over the part of the electronic retrieval system, such as a website or an online application, on which the communication is posted and accessible by the user"

At Cambridge High School staff using social media:

* inform parents/caregivers and whānau about why and how we are using social media in our teaching
* represent the school community in a respectful and positive way, and in accordance with our privacy policy (see "[Privacy](#O_13429)" on page 396) and publishing student information (on page 404) guidelines
* ensure the content of all posts, texts, direct messages, and emails are accurate and appropriate, including all content on sites or resources we link to
* acknowledge all sources, and abide by any copyright restrictions
* follow the safe harbour process when dealing with any complaints about content (see Responding to Digital Incidents (on page 365)).

Online content hosts that allow other users to post any form of digital message (e.g. comments or videos), may be legally responsible for the content posted.

Sections 23–25 in the Harmful Digital Communications Act 2015 outline the safe harbour provision and complaints.

Schools that follow the safe harbour process are protected from legal responsibility and the possibility of prosecution for the content on their site.

The Ministry of Justice outlines seven specific steps that must be followed for safe harbour, and notes that you can only claim safe harbour if you follow these steps and make it easy for people to contact you with complaints about content posted by another person – it must be easy for people to find your contact details on your digital platform and easy for them to make a complaint that contains the information outlined in the Act.

See Ministry of Justice – Safe harbour provisions .

Staff should not comment publicly on a serious incident or crisis situation within the school. Any media (on page 123) enquiries should be redirected to the appointed spokesperson.

Staff use of personal social media

Cambridge High School encourages staff to consider how they use social media in their personal life. Personal use of social media should also be governed by confidentiality and professional standards. We recommend staff keep privacy settings appropriate, and understand the terms of service for their personal social media platforms, particularly how their content may be accessed, re-used, or republished.

Staff must meet any legislative requirements, including not sharing personal information (see "[New: Personal Information](#O_18729)" on page 398) collected as part of the operation of the school.

We also expect staff to maintain professional boundaries. They should:

* consider whether it is appropriate to extend or accept friend or connection requests with parents, students, or others involved with the school
* consider how personal content posted by them, or about them, may reflect on the profession and the school
* consider how liking, sharing, or following social media content may imply support for a point of view
* understand there is no obligation to respond if students or school whānau make contact through personal social media
* use a non-school email address for personal social media interactions
* not use personal social media during school hours/time
* report any inappropriate communication from a student to the principal as soon as possible.

Related topics

Digital Technology and Cybersafety (see "[Digital Technology and Online Safety](#O_11325)" on page 362)

Responding to Digital Incidents (on page 365)

Privacy (on page 396)

Recording Photos, Video, and Sound (on page 368)

Publishing Student Information (on page 404)

Copyright (on page 414)

Legislation <http://www.legislation.govt.nz/>

Harmful Digital Communications Act 2015

Privacy Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Digital Technology: Safe and responsible use in schools

TKI | Te Kete Ipurangi: Using social media to connect with your community

Netsafe: Support for Teachers

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46415)" on page 512), Term 4 2020 (see "[Term 4 2020 – Internal Review](#O_36510)" on page 572), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581)

### Harassment

Our school ensures a safe and inclusive (see "[Inclusive Education](#O_16397)" on page 28) learning environment, free from racism, discrimination, and bullying (NELP: Objective 1, Priority 1). Harassment is any behaviour that is unwelcome, intimidating, intrusive, or offensive to the receiver. Conduct amounting to harassment may also be criminal and it may be necessary for it to be reported to the police. This policy is for staff experiencing harassment.

In addition to this policy:

* if the harassment is between students, it is usually dealt with using the Bullying (on page 274) policy
* if the harassment is between or among parents or a parent is harassing a staff member, it may be dealt with using the Community Conduct Expectations (on page 15) policy, in the first instance.

Harassment is not tolerated at Cambridge High School and we:

* educate and inform the whole school community (see "[Community Conduct Expectations](#O_24792)" on page 15) about what is acceptable, and what is unacceptable behaviour
* promote respectful interactions between members of the school community, maintaining dignity and enhancing mana
* provide educational programmes that promote positive attitudes towards diversity
* support staff (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)and students (see "[Supporting Student Wellbeing](#O_25608)" on page 314) if they are experiencing harassment
* meet the requirements of relevant legislation (see below).

See Harassment Complaints Procedure (on page 343) for the steps we take when a member of staff is experiencing harassment. Parents/Caregivers/School community, see Raising Concerns (on page 111).

Types of harassment

Types of harassment include (but are not limited to) harassment based on ethnicity or race, gender, sex and variations of sex characteristics, sexuality, religion and beliefs, health status, disability, or age. Harassment may also be sexual in nature. See examples of harassment.

Examples of harassment may include, but are not limited to:

* threatening, demeaning, degrading, or intimidating behaviour, language, or gestures
* unwanted touching
* ridicule, public humiliation, unwelcome teasing, or practical jokes
* ostracising or isolating someone from information, support or training, or fair process they are entitled to
* teasing, taunting, or singling someone out for unfair treatment
* spreading malicious rumours or gossip that undermines a person or their work
* imposing unnecessary pressure, impossible deadlines, constant criticism, or excessive supervision or monitoring that may create undue stress
* setting a person up to fail.

The full meaning of the terms "personal grievance", "discrimination", "sexual harassment", "racial harassment", and "duress" shall be the definition given by sections 103–110 of the Employment Relations Act 2000.

Harassment may be ongoing or may be an isolated incident, and certain conduct can become harassment through repetition. It may be delivered in person or through emails, texts, phone calls, social media, etc. Victims of harassment can suffer psychological harm or physical injury. Harassment can adversely affect mental health and performance. It may affect productivity and staff morale, and contributes to an unsafe work environment and unhealthy workplace culture. Harassment can result in victimisation (on page 342).

Workplace bullying is a form of harassment but occasional differences of opinion, conflicts, and problems in working relations are part of working life and do not necessarily constitute harassment.

Workplace bullying is not:

* friendly banter or light-hearted exchanges that people consent to
* issuing reasonable instructions and expecting them to be carried out
* warning or disciplining someone in line with organisational policy
* insisting on high standards of performance in terms of quality, safety, and team cooperation
* giving a negative performance appraisal and requiring justified performance improvement
* expressing opinions frankly (without personal insults).

Further support is available for staff from providers such as EAP services and NZEI/PPTA.

If an employee feels that their complaint of harassment is not dealt with or followed up satisfactorily, they may have grounds to take a personal grievance (on page 120) against the school.

Related topics

Health, Safety, and Welfare Policy (on page 181)

Bullying (on page 274)

Communicating with Parents (see "[EOTC Communicating with Parents](#O_26089)" on page 63)

Inclusive Education (on page 28)

Staff Conduct (on page 138)

Staff Wellbeing (see "[Staff Wellbeing and Safety](#O_41353)" on page 333)

Community Conduct Expectations (on page 15)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Human Rights Act 1993

Employment Relations Act 2000

Harassment Act 1997

Education and Training Act 2020 (sections 127, 241)

Crimes Act 1961

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: The Statement of National Education and Learning Priorities (NELP) and the Tertiary Education Strategy (TES)

WorkSafe | Mahi Haumaru Aotearoa: Bullying

WorkSafe | Mahi Haumaru Aotearoa: Good practice guidelines: Preventing and responding to bullying at work

Release history: Term 2 2022 (see "[Term 1 2022 Scheduled Review of Harassment – Upcoming Changes](#O_43957)" on page 530), Term 1 2019 (on page 609), Term 1 2016 (see "[Term 1, 2016](#O_13295)" on page 637)

#### Racial Harassment

Racial harassment is behaviour and/or practices that impact on students, staff, or parents on the basis of race. Racial harassment is broadly defined as the use of language (whether written or spoken), visual material, or physical behaviour that:

* expresses hostility against, or brings into contempt or ridicule, any other person on the basis of their colour, race, ethnicity, or national origin
* is hurtful or offensive to that person
* is either repeated or is so significant that it has a detrimental effect on that person.

Examples of racial harassment include:

* racist jokes or verbal abuse
* graffiti, posters, cartoons, etc.
* unwanted nicknames
* comments or behaviour suggesting one race is inferior
* shunning a person because of their race
* wearing offensive clothing, including racist badges or insignia
* physically assaulting a person on the grounds of their race.

See the Harassment Complaints Procedure (on page 343).

Related topics

Inclusive Education (on page 28)

Bullying (on page 274)

Resources

Unteach Racism

Release history: Term 2 2022 (see "[Term 1 2022 Scheduled Review of Harassment – Upcoming Changes](#O_43957)" on page 530), Term 4 2020 (see "[Term 4 2020 Release Notes – Education and Training Act – Internal Review](#O_36183)" on page 564), Term 1 2019 (on page 609)

#### Sexual Harassment

Sexual harassment is broadly defined as the unwanted imposition of sexual behaviour. Any verbal or physical conduct of a sexual nature constitutes sexual harassment when:

* it is unsolicited, unwelcome, or repeated
* submission to such conduct is implicitly or explicitly a term or condition of an individual’s employment
* submission to such conduct is implicitly or explicitly a term or condition for decisions that would affect promotion, course completion, salary, or any other job, working, or studying condition
* such behaviour creates an intimidating, hostile, or offensive work environment for one or more employees or students.

Examples of sexual harassment include:

* sexual jokes, wolf whistles, cat calls, obscene gestures
* offensive telephone calls, texts, social media communications
* displays of obscene or pornographic material
* offensive email messages or computer graphics, e.g. screensavers
* sexual propositions or repeated requests for dates
* unwanted physical contact, e.g. deliberately brushing against a person, patting, pinching or touching in a sexual way, uninvited kisses or embraces
* unwelcome and uncalled for remarks or innuendo about a person’s private life
* stalking
* indecent exposure
* sexual assault or rape.

See the Harassment Complaints Procedure (on page 343).

Related topics

Inclusive Education (on page 28)

Bullying (on page 274)

Release history: Term 2 2022 (see "[Term 1 2022 Scheduled Review of Harassment – Upcoming Changes](#O_43957)" on page 530), Term 1 2019 (on page 609)

#### Victimisation

Victimisation is treating or threatening to treat someone less favourably because they have made a complaint, or are believed to have made a complaint, of discrimination, harassment, or bullying.

Examples of victimisation include:

* being threatened or pressured to remove a complaint
* being snubbed or ostracised by co-workers
* being overlooked for training or promotion.

Any member of staff, volunteer, parent, or other member of the school community who feels that they are being victimised should follow the harassment complaints procedure (on page 343).

Release history: Term 2 2022 (see "[Term 1 2022 Scheduled Review of Harassment – Upcoming Changes](#O_43957)" on page 530), Term 1 2019 (on page 609)

#### Harassment Complaints Procedure

This procedure applies to staff experiencing harassment. Parents/Caregivers/School community, see Raising Concerns (on page 111).

Informal interventions

Many harassment complaints can be resolved informally by approaching the person responsible, explaining that their behaviour is offensive and seeking an assurance that it will stop. If a parent is harassing a staff member, it may be dealt with using the Community Conduct Expectations (on page 15) policy in the first instance. It may be necessary to seek support at this stage (e.g. another staff member).

Informal interventions may include facilitated meetings or mediation. Informal interventions are not complaints. They are a “no-blame” approach focused on stopping behaviours of concern so the parties involved can engage more productively in the future. If informal interventions are not appropriate, the person experiencing harassment can make a formal complaint (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112).

Formal process

If the harassment is very serious, or continues after an informal intervention, the person being harassed can take the following actions:

* report it to the school management or board as a formal complaint (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112)
* report it to the police, especially if the harassment involves sexual or physical assault
* report it to the Human Rights Commission if the complainant doesn't want to complain to the school management, or is not satisfied with the result of an internal investigation.

Where a staff member is harassed by a parent, caregiver, or member of the public it may be appropriate for the school to formally intervene. This may include requiring the person to cease and desist from the harassing conduct, issuing a trespass notice, or other formal legal action.

If an employee feels that their complaint of harassment is not dealt with or followed up satisfactorily, they may have grounds to take a personal grievance (on page 120) against the school.

Strict confidentiality must be maintained in both informal and formal management of a harassment complaint to avoid victimisation (on page 342), humiliation, and defamation (on page 122).

Release history: Term 2 2022 (see "[Term 1 2022 Scheduled Review of Harassment – Upcoming Changes](#O_43957)" on page 530), Term 1 2019 (on page 609), Term 1 2016 (see "[Term 1, 2016](#O_13295)" on page 637)

## Safety On and Off School Grounds

At Cambridge High School, our commitment to providing a healthy and safe environment for students, workers, and visitors is reinforced through safety and risk management systems on and off school grounds.

The board ensures, so far as is reasonably practicable, the health and safety of workers and that the school does not put other people at risk (Health and Safety at Work Act, s. 36). Other people at the school include students, visitors, parents, whānau, volunteers (who are not workers at the school), and those who may be put at risk by the work of the PCBU. It does not include people who unlawfully enter the premises. Other people should:

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

* take reasonable care for their own health and safety
* take reasonable care that their behaviour does not adversely affect the health and safety of others
* comply with any reasonable instruction from the PCBU to allow the PCBU to comply with the Health and Safety at Work Act.

The board is responsible for ensuring the school grounds are safe for people who are on site when the school is open for instruction, as well as those accessing the site for lawful purposes outside these times. The board is also responsible for providing a healthy and safe environment during school-related events off school grounds (e.g. school camps and EOTC events).

The board consults and works with other PCBUs (such as the Ministry of Education, external contractors, and transport service providers) to manage our shared responsibility for health and safety, and coordinate school activities in different settings.

Related topics

Health, Safety, and Welfare Policy (on page 181)

Board Responsibility (on page 6)

Primary Duty of Care (on page 187)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Education and Training Act 2020

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499)

### Alcohol, Drugs, and Other Harmful Substances Policy

Cambridge High School maintains a learning environment free of alcohol, drugs, and other harmful substances to provide a physically and emotionally safe place for students, staff, and the school community (Health and Safety at Work Act 2015; Education and Training Act 2020). We comply with all relevant New Zealand legislation and take a whole-school wellbeing approach to alcohol, drugs, and other harmful substances.

For the purposes of this policy, the terms "drugs" and "harmful substances" may refer to:

* illegal drugs (see the Misuse of Drugs Act 1975)
* prescription medication that is not being used for its intended purpose
* psychoactive substances (e.g. party pills and synthetic cannabis) (see the Psychoactive Substances Act 2013)
* misused substances/chemicals found in common household products (e.g. solvents or inhalants).

If a student or staff member is potentially impaired by alcohol, drugs, or other harmful substances while at school, work, or attending a school-related event, the school has an obligation to manage the risk to ensure the safety of everyone.

Staff are made aware of this policy as part of their staff induction and as required. This policy also applies to anyone supervising students in any activity organised by, or on behalf of, the school (e.g. EOTC events).

Smoking and vaping are managed separately due to the Smokefree Environments and Regulated Products Act 1990. For legislation and school policy around smoking and vaping, see Smokefree and Vapefree (on page 350).

Wellbeing approach to alcohol and drugs

In keeping with our whole-school approach to student and staff wellbeing, Cambridge High School takes reasonable actions to protect our school community from the effects of alcohol, drugs, and other harmful substances. We are guided by a harm minimisation approach (as recommended by the New Zealand National Drugs Policy 2015–2020 and international evidence), which is strengths-based and focuses on prevention, early intervention, health promotion, and education.

We offer proactive support by:

* educating students, staff, and the school community about alcohol, drugs, and other harmful substances (e.g. through our curriculum and other educational programmes, as appropriate)
* keeping students engaged in their education and encouraging student involvement in co-curricular and extra-curricular activities
* providing pastoral care or engaging other support services, and encouraging students and staff to seek help if needed
* engaging with parents/caregivers of students if issues arise, as appropriate.

We follow our privacy guidelines (on page 397) at all times.

All staff should be aware of signs of impairment in order to encourage a positive, safe, and healthy school environment that focuses on the prevention of alcohol and substance misuse.

This may include:

* cognitive signs (e.g. distracted, slurred speech, memory issues, poor judgement)
* behavioural signs (e.g. unexplained absences, early departures or late arrivals, regular lateness, violent behaviour)
* physical signs (e.g. smelling of alcohol and/or drugs, changes in appearance, appearing off balance or clumsy)
* emotional signs and changes in personality (e.g. sudden mood changes, irritability, outbursts).

Our Behaviour Management (on page 272) policy also outlines our intention to promote positive student behaviour and de-escalate challenging behaviour.

Policy requirements

At Cambridge High School, no-one should:

* consume or use alcohol, drugs, or other harmful substances while on school grounds or during school-related activities
* attend school or school-related activities where there is a risk they are impaired due to having consumed or used alcohol, drugs, or other harmful substances beforehand
* possess or supply alcohol, drugs, and other harmful substances (including related items such as pipes) while on school grounds or during school-related activities.

There may be exceptions for alcohol where it has been approved at a school or social event outside school hours.

We do not offer alcohol as a prize for fundraising activities, such as raffles, as this is prohibited under the Gambling (Prohibited Property) Regulations 2005. See Prohibited property for gambling

Students

Students must follow the policy requirements while on school grounds or taking part in school activities, and while wearing school uniform.

We have a separate policy to ensure student medication (prescription and non-prescription) is kept securely and taken appropriately. See Medicines (on page 245).

Students are encouraged to ask for help if they think they may have a problem with alcohol, drugs, or other harmful substances. Students approaching the school at their own initiative and asking for help is not treated as a breach of the policy and will be dealt with under our Responding to Student Wellbeing Concerns (on page 316) policy.

Staff

Staff must follow the policy requirements and maintain proper standards of integrity and conduct while on school grounds, carrying out their role, taking part in school-related activities, or while representing the school.

Staff must only use prescription and over-the-counter medication as directed and must:

* check whether there are any possible side effects that may cause impairment
* notify the principal (or their delegate) if using the medication may cause impairment
* cooperate with the school to seek information or medical advice about the effects of any prescribed medication and how to effectively manage this.

Any disclosures about risks of impairment in relation to medicine use are managed according to our Personal Information (see "[New: Personal Information](#O_18729)" on page 398) and Privacy Guidelines (on page 397).

If a staff member thinks they may have an alcohol and/or drug problem that may affect their work, they are encouraged to ask for help as soon as possible. If a disclosure is made at the initiative of a staff member, this is generally treated differently from a breach of the policy requirements, but the board must still ensure that staff are fit to perform their role. Staff are made aware of the Voluntary Impairment Assessment available from the Teaching Council. We follow relevant legislation (Education and Training Act 2020 and Teaching Council Amendment Rules 2023) and our privacy guidelines at all times.

Breaches

If a student or staff member breaches this policy, we follow the relevant procedures:

* Student Breaches of the Alcohol, Drugs, and Other Harmful Substances Policy (on page 352)
* Staff Breaches of the Alcohol, Drugs, and Other Harmful Substances Policy (on page 355)

A breach of this policy by any other person involved with the school (e.g. volunteers or members of the school community) is considered on a case-by-case basis by the board. Possible and known breaches are processed through the concerns and complaints process, and we are guided in our responses by the student and staff breaches policies and our community conduct expectations policy. See Concerns and Complaints (on page 109) and Community Conduct Expectations (on page 15).

Related topics

Student Wellbeing and Safety (on page 297)

Responding to Student Wellbeing Concerns (on page 316)

Staff Wellbeing and Safety (on page 333)

Staff Conduct (on page 138)

Education Outside the Classroom (EOTC) (on page 42)

EOTC Supervision (on page 71)

Concerns and Complaints (on page 109)

Staff Induction (see "[New: Staff Induction](#O_34923)" on page 95)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Education and Training Act 2020

Employment Relations Act 2000

Teaching Council Amendment Rules 2023

Privacy Act 2020

Gambling Act 2003 (Gambling (Prohibited Property) Regulations 2005)

Resources

Health and Physical Education: Alcohol and other drug education

Ministry of Health | Manatū Hauora: National Drug Policy 2015 to 2020

New Zealand Police | Ngā Pirihimana o Aotearoa: Alcohol and other drug guidelines

New Zealand Drug Foundation l Te Tūāpapa Tarukino o Aotearoa: Education & Young People

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Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600)

Keywords: drug

#### Alcohol at School and School Events

At Cambridge High School, alcohol is never made available when our school is open for instruction or when staff are responsible for students, including Education Outside the Classroom (EOTC) activities. This is part of our commitment to providing a physically and emotionally safe place for students, staff, and the school community (Health and Safety at Work Act 2015; Education and Training Act 2020). There may be occasions, however, when alcohol on school property or at a school event may be appropriate.

Before approving alcohol use, we consider the:

* nature and purpose of the event
* location of the event (on- or off-school site)
* host responsibility obligations

The host of an event where alcohol is supplied or consumed is responsible for maintaining a safe environment. See Host Responsibility

* need for the organisers to apply for a Special Licence, if alcohol is to be sold or supplied, or if alcohol is available and a koha or entry fee is paid.

With the approval of the principal, staff and guests may drink alcohol on school property at least half an hour after the school is closed for instruction. Alcohol may also be available at appropriate school-related events.

If alcohol is approved for an event, we ensure that it is consumed safely and responsibly, in keeping with the Sale and Supply of Alcohol Act 2012. Any alcohol on school property is safely secured.

We regularly review our policy for allowing occasional alcohol use, and consult with our school community, as appropriate, about its implementation so that it reflects our school values and culture. Staff and other adults are made aware of this policy as part of their staff orientation and as required.

Host responsibility

If alcohol is served at a school-organised function, we ensure we meet our host responsibility obligations. We:

* plan the event to ensure that drinking alcohol is not the main focus
* ensure that enough food and alternative drinks (i.e. low alcohol and alcohol-free) are provided
* do not supply alcohol to anyone under the age of 18 years
* encourage guests to drink responsibly
* refuse to serve alcohol to anyone who appears intoxicated
* promote or provide safe transport options for guests who drink alcohol
* remove any intoxicated person from the event and make every effort to ensure their safety.

Staff members are responsible for ensuring that they remain in a condition to be able to get home safely and ensure that if they are required to work after the event or the following day they are not impaired.

At any school event that involves alcohol being served on school property, the principal, a senior staff member, or other person is designated to ensure that this policy is followed.

For school events off school property, host responsibility rests with the manager or senior staff member of the venue where the event takes place.

Alcohol use on school property by external groups

External organisers of functions on school property must send a written request to the principal if they wish to serve alcohol or allow BYO at any function. The organisers must have this consent before any alcohol is consumed and must meet their host responsibility obligations.

Related topics

Third-Party Use of School Property (on page 176)

Education Outside the Classroom (see "[Education Outside the Classroom (EOTC)](#O_34593)" on page 42)

Legislation <http://www.legislation.govt.nz/>

Sale and Supply of Alcohol Act 2012

Health and Safety at Work Act 2015

Education and Training Act 2020

Resources

Te Whatu Ora l Health New Zealand: Alcohol in the workplace

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600), Term 2 2016 (<https://demo.schooldocs.co.nz/14112.htm>)

#### Smokefree and Vapefree

Cambridge High School is smokefree and vapefree, as required by the Smokefree Environments and Regulated Products Act 1990 (s.7A). We comply with the Act and have a smokefree and vapefree policy as part of our commitment to providing a physically and emotionally safe place for students, staff, and the school community (Health and Safety at Work Act 2015; Education and Training Act 2020). We aim to promote a smokefree and vapefree lifestyle to all members of the school community to help protect everyone from second-hand smoke and discourage students from taking up smoking and/or vaping.

Smokefree and vapefree requirements

Our school buildings and grounds (including school car parks and pick-up and drop-off areas) are smokefree and vapefree, 24 hours a day, seven days a week (with no exceptions). This applies to anyone on the school grounds, including students, staff, parents/caregivers, contractors, and people hiring or using the school facilities outside school hours. All school activities off school premises (e.g. EOTC) are also smokefree and vapefree (including transport (see "[EOTC Transport](#O_26091)" on page 68) between venues). This policy applies to all smoking and vaping products, including e-cigarettes.

We take all reasonably practicable steps to ensure people know that the entire grounds are smokefree and vapefree at all times. To ensure our school is smokefree and vapefree, we:

* display the required signage (i.e smokefree and no vaping signs) at every entrance to the school grounds and the outer entrance of every building
* regularly communicate our policy to the school community (including staff, students, volunteers, and parents/caregivers)
* advise visitors, contractors, anyone working at our school, and anyone hiring or using the school facilities that our buildings and grounds are smokefree and vapefree
* educate students through the curriculum about the harmful effects of smoking, vaping, and exposure to second-hand smoke.

Breaches

Adults smoking or vaping in or around school grounds are reminded that the school is smokefree and vapefree by law and asked to stop or leave the premises.

If a student breaches this policy (either by smoking/vaping or supplying tobacco/vapes to other students), the principal (or their delegate) determines the appropriate actions to be followed. We may offer appropriate counselling and education, and contact parents/caregivers. The following policies may also be relevant:

* Behaviour Management (on page 272)
* Searches, Surrender, and Retention of Property (on page 277)
* Stand-down, Suspension, and Exclusion (see "[Stand-down, Suspension, and Exclusion Procedures](#O_28151)" on page 295).

Complaints

Complaints about breaches of this policy involving students and members of the school community may be made through the Raising Concerns (on page 111) process.

Complaints involving smoking or vaping in the workplace are referred to the principal, who may pass these to the board for investigation. Investigations follow legislative guidelines (Smokefree Environments and Regulated Products Act 1990, s.15). We refer complaints to a smokefree enforcement officer as appropriate.

Related topics

EOTC Parent Help (on page 65)

Supporting Student Wellbeing (on page 314)

Responding to Student Wellbeing Concerns (on page 316)

Behaviour Management (on page 272)

Third-Party Use of School Property (on page 176)

Legislation <http://www.legislation.govt.nz/>

Smokefree Environments and Regulated Products Act 1990

Health and Safety at Work Act 2015

Education and Training Act 2020

Resources

Smokefree: Smokefree at school

Vaping Facts: Vapefree Schools

Ministry of Health | Manatū Hauora: Smokefree 2025

HealthEd NZ: Information and support resources

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 3 2020 (see "[Term 1 2020 Release Notes](#O_34476)" on page 577), Term 1 2017 (<https://demo.schooldocs.co.nz/17260.htm>)

#### Student Breaches of the Alcohol, Drugs, and Other Harmful Substances Policy

 For smoking and vaping, see Smokefree and Vapefree (on page 350).

A primary objective of the board is to ensure that Cambridge High School is a physically and emotionally safe place for all students and staff, as required by the Education and Training Act 2020 (s 127). Potential student impairment by alcohol, drugs, or other harmful substances at school poses a risk to teachers, students, and the potentially impaired student, and the school has an obligation to manage this risk.

To meet our responsibility for the safety and wellbeing of all students and staff, we use our student wellbeing and behaviour management policies to guide our response to possible and known student breaches of the school Alcohol, Drugs, and Other Harmful Substances Policy (on page 345). We follow our privacy guidelines (on page 397) at all times.

What constitutes a breach

A breach of the Alcohol, Drugs, and Other Harmful Substances Policy by a student involves being at risk of impairment by alcohol, drugs, and other harmful substances while on school grounds or during school-related activities, and while wearing school uniform. This includes consuming or using alcohol, drugs, or other harmful substances before or during school-related activities, or possessing or supplying alcohol, drugs, and other harmful substances (including related items such as pipes). See Policy requirements in Alcohol, Drugs, and Other Harmful Substances Policy (on page 345).

A breach may also include:

* refusal to agree to a search of personal property, with no satisfactory explanation
* admission of alcohol and/or drug use during a disciplinary process.

See Students in Alcohol, Drugs, and Other Harmful Substances Policy (on page 345).

Students must not attend school or school-related activities where there is a risk that they are impaired due to having consumed or used alcohol, drugs, or other harmful substances before school or any school-related activity.

Responding to possible breaches

Cambridge High School promptly investigates all concerns about possible student breaches of the Alcohol, Drugs, and Other Harmful Substances Policy and responds on a case-by-case basis.

Possible breaches may be identified by:

* observable behaviours or symptoms that may suggest alcohol, drug, and/or harmful substance use, including attendance and/or achievement issues

This may include:

* cognitive signs (e.g. distracted, slurred speech, memory issues, poor judgement)
* behavioural signs (e.g. unexplained absences, early departures or late arrivals, regular lateness, violent behaviour)
* physical signs (e.g. smelling of alcohol and/or drugs, changes in appearance, appearing off balance or clumsy)
* emotional signs and changes in personality (e.g. sudden mood changes, irritability, outbursts).
* reports from a credible source, including someone witnessing a student using or possessing alcohol, drugs, or other harmful substances (or related items such as pipes) at school
* accident or injury (including near misses) – see Recording and Reporting Accidents, Injuries, and Illness (on page 254).

An investigation may determine that the Alcohol, Drugs, and Other Harmful Substances Policy has not been breached but that a student still needs wellbeing support, or it may determine that a breach has a satisfactory explanation. In such circumstances, we may follow our processes for responding to low-risk or high risk concerns or situations. See Responding to Student Wellbeing Concerns (on page 316).

Responding to an incident that takes place at school

If there is an incident at school involving alcohol, drugs, or other harmful subtances, we:

* ensure the safety of any student(s) involved by determining what was consumed/used, when and how much, and if any medication has also been taken
* ensure the safety of all students and staff (e.g. move others away)
* may request a search and the surrender of relevant item(s) (e.g. alcohol, drugs, other harmful substances, related items such as pipes) – see Searches, Surrender, and Retention of Property (on page 277)
* may contact emergency services if a student or another person is at risk of immediate harm
* may use physical restraint (only by teachers or authorised staff members and only to prevent imminent harm, if all other conditions are met) – see Minimising Physical Restraint (on page 284)
* may communicate with the police, as appropriate.

We recognise that an incident involving alcohol, drugs, or other harmful substances can impact other students, and we support affected students as appropriate. See Supporting Student Wellbeing (on page 314)

Managing known breaches

If an investigation determines that a student has breached the Alcohol, Drugs, and Other Harmful Substances Policy (on page 345), we may manage the breach by:

* contacting parents/caregivers and informing them of the breach
* working with the student, parents/caregivers, and relevant agencies, as appropriate, to arrange support for the student both at school and outside school
* actioning our behaviour management, and stand-down, suspension, and exclusion procedures, as necessary.

Support

We take all reasonable steps to support the student and help them engage and succeed at school. This may include developing a support plan for the student, which, with the relevant consent and procedures in place, may involve drug and/or alcohol testing and monitoring their behaviour and wellbeing. Any support plan is kept confidential and only shared with those who have a need to know.

Recording concerns and breaches

All concerns, breaches, and actions taken are reported to the appropriate staff member(s) and recorded in our school management system. We follow our privacy guidelines (on page 397) at all times.

Related topics

Supporting Student Wellbeing (on page 314)

Managing Injuries and Illness (on page 250)

Behaviour Management (on page 272)

Minimising Physical Restraint (on page 284)

Stand-down, Suspension, and Exclusion (see "[Stand-down, Suspension, and Exclusion Procedures](#O_28151)" on page 295)

Privacy (on page 396) and Privacy Guidelines (on page 397)

Sharing Information (on page 400)

Chain of Custody (see "[Draft: Legal Chain of Custody](#O_21413)" on page 194)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Privacy Act 2020

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| Acknowledgement  SchoolDocs appreciates the input of Rebecca Laney, associate at Anderson Lloyd Dunedin, in the legal review of this topic. |

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600), Term 4 2018 (on page 613)

#### Staff Breaches of the Alcohol, Drugs, and Other Harmful Substances Policy

For smoking and vaping, see Smokefree and Vapefree (on page 350).

At Cambridge High School, the board must do what is reasonably practicable to ensure the health, safety, and welfare of workers (Health and Safety at Work Act 2015, s 36). This includes minimising any risk of harm associated with alcohol, drugs, or other harmful substances. A staff breach of the Alcohol, Drugs, and Other Harmful Substances Policy (on page 345) is a significant health and safety risk for the school. The school responds to staff breaches to ensure a physically and emotionally safe place for all students and staff (Education and Training Act 2020, s 127). We follow our privacy guidelines (on page 397) at all times.

What constitutes a breach

A staff breach of the Alcohol, Drugs, and Other Harmful Substances Policy involves being at risk of impairment by alcohol, drugs, and other harmful substances while on school grounds or during school-related activities. This includes consuming alcohol, drugs, or other harmful substances before or during school-related activities, or possessing alcohol, drugs, and other harmful substances (including related items such as pipes) while on school grounds. See the Policy requirements in Alcohol, Drugs, and Other Harmful Substances Policy (on page 345).

A breach may also include:

* supplying alcohol, drugs, or other harmful substances to a student or under age person
* refusal to agree to a search of personal property, with no satisfactory explanation
* failure to disclose using medication (prescribed or otherwise) that may create a safety risk
* admission of alcohol and/or drug use during a disciplinary process.

Self-disclosure prior to an investigation is generally treated differently than a breach. See Staff in Alcohol, Drugs, and Other Harmful Substances Policy (on page 345).

Staff must not attend school or school-related activities where there is a risk that they are impaired due to having consumed or used alcohol, drugs, or other harmful substances before school or any school-related activity.

Responding to possible breaches

Cambridge High School responds to possible breaches on a case-by-case basis. If there are reasonable grounds to suspect that a staff member is in breach of the policy based on one or more indicators, the school may use a two-person observation system where two people confirm they have observed the indicators.

Possible breaches may be identified by indicators such as:

* observable behaviours or symptoms that may suggest possible alcohol, drug, and/or harmful substance use

This may include:

* cognitive signs (e.g. distracted, slurred speech, memory issues, poor judgement)
* behavioural signs (e.g. unexplained absences, early departures or late arrivals, regular lateness, violent behaviour)
* physical signs (e.g. smelling of alcohol and/or drugs, changes in appearance, appearing off balance or clumsy)
* emotional signs and changes in personality (e.g. sudden mood changes, irritability, outbursts).
* reports from a credible source, including someone witnessing a staff member using or possessing alcohol, drugs, or other harmful substances (or related items such as pipes) at school
* accident or injury (including near misses) – see Recording and Reporting Accidents, Injuries, and Illness (on page 254).

The principal (or their delegate) investigates any possible breaches of the policy. This may involve consulting directly with the staff member to allow them to respond before determining next steps.

If a formal complaint or serious allegation has been made by a member of the school community or is implemented by the principal (or their delegate) after an informal discussion with the staff member, we follow the appropriate procedures. See Making a Formal Complaint or Serious Allegation (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112) and Investigating a Formal Complaint or Serious Allegation (on page 116).

Searches

Searches are only carried out if considered essential as a result of a serious allegation. Physical evidence may not be needed to conclude that a staff member is in breach of the policy, and any evidence obtained from a search must be obtained correctly so it can be admissible in a disciplinary and/or legal setting. We may seek legal advice before conducting a search to ensure it is actioned with caution, in a fair and safe way that protects the privacy of the staff member in keeping with the Privacy Act 2020.

The school reserves the right to conduct searches of school property for alcohol, drugs, and other harmful substances (including related items such as pipes). This may include lockers, filing cabinets, desks, cupboards, lockboxes, site storage, and school vehicles.

If we determine that there are reasonable grounds to request a search of personal property at school (e.g. staff bags and vehicles), we conduct the search with the sole purpose of searching for alcohol, drugs, and/or harmful substances (including related items such as pipes). The extent of any search depends on the circumstances. Any searches are conducted with due care and consideration of privacy and dignity. The staff member is given the opportunity to be present during the search, unless there are exceptional circumstances where this is not practical.

If a search of personal property has been requested based on reasonable grounds, a refusal to agree to a search with no satisfactory explanation is considered a breach of the policy. In these circumstances, we do not proceed with a search but instead follow the process for managing known breaches.

Managing known breaches

An informal discussion, formal complaint, or serious allegation investigation may determine that a breach of the Alcohol, Drugs, and Other Harmful Substances Policy has a satisfactory explanation, or that it requires action. Cambridge High School may:

* offer support and rehabilitation
* ensure the employee remains away from the workplace by mutual agreement (if an agreement cannot be reached, Cambridge High School may suspend the employee)
* take disciplinary action, up to and including dismissal for misconduct or serious misconduct
* take other actions, as appropriate.

Any school actions may be subject to conditions set by the Teaching Council.

All incidents of serious misconduct by teaching staff, including any risk of impairment by alcohol, drugs, or other harmful substances while responsible for the care or welfare of a student or a group of students, must be reported to the Teaching Council of Aotearoa New Zealand. See Reporting a concern

According to the Teaching Council, "An 'impairment' is anything about a teacher’s physical or mental health, or personality, that may negatively affect their ability to teach competently and safely. It could include, for example, an alcohol or drug addiction, a mental health condition like depression, or a personality trait like an anger problem." See Problems affecting ability to teach

Support and rehabilitation

Although the school is not required to offer support and rehabilitation, Cambridge High School is guided by the Teaching Council and any legal rulings in determining appropriate support and rehabilitation.

Support and rehabilitation may include staff leave and/or access to available education and/or support services (e.g. counselling, alcohol and drug rehabilitation programme).

A return to work may be conditional on the successful completion of a course of treatment and approval by a nominated medical practitioner, or other conditions set out by the Teaching Council or the courts. It may also include alcohol and/or drug testing if requested by the courts or the Teaching Council.

Recording concerns and breaches

We record details about the breach and any resulting actions, as appropriate. We follow our privacy guidelines (on page 397) at all times.

Related topics

Staff Wellbeing and Safety (on page 333)

Staff Conduct (on page 138)

Concerns and Complaints (on page 109)

Privacy (on page 396)

Sharing Information (on page 400)

Ending Employment (on page 103)

Education Outside the Classrom (EOTC) (see "[Education Outside the Classroom (EOTC)](#O_34593)" on page 42)

Risk Management (on page 191)

Chain of Custody (see "[Draft: Legal Chain of Custody](#O_21413)" on page 194)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Teaching Council Amendment Rules 2023

Health and Safety at Work Act 2015

Employment Relations 2000

Privacy Act 2020

Resources

Teaching Council of Aotearoa New Zealand:

Problems affecting ability to teach

Conduct concerns

Employment New Zealand: Drugs, alcohol and work

WorkSafe | Mahi Haumaru Aotearoa: Impairment and testing for drugs at work

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| Acknowledgement  SchoolDocs appreciates the input of Rebecca Laney, associate at Anderson Lloyd Dunedin, in the legal review of this topic. |

Release history: Term 3 2023 (see "[Term 3 2023 Release Notes - Internal Review](#O_49465)" on page 493), Term 4 2020 (see "[Term 4 2020 – Internal Review](#O_36510)" on page 572), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600)

### Sun Protection

Cambridge High School promotes sun protection practices to reduce the risk of sun-related harm to students and staff as part of our commitment to providing a safe place to learn and work. We take measures to protect our students and staff from overexposure to ultraviolet radiation (UVR) while they are at school or involved with off-site school activities, including sports and Education Outside the Classroom (EOTC).

We inform and remind our school community (students, staff, parents/caregivers, coaches, volunteers, etc) about our sun protection practices (below) and expectations.

We educate our students about sun safety by communicating age-appropriate information about sun (UVR) exposure and protection.

Board responsibilities

As part of our responsibility to provide a safe school and workplace, the board:

* ensures ongoing assessment of sun protection practices (e.g. shade provision and sun safety education)
* maintains current shade structures (natural and built), and prioritises shade provision in property planning (see "[Property Maintenance](#O_472)" on page 167), as appropriate
* considers sun protection when reviewing the school uniform/dress code
* reviews the sun protection policy at least every three years.

Every term, the principal assures the board that identified hazards are being monitored and/or controlled, and that measures are being re-evaluated to check their adequacy. This includes our sun protection practices as appropriate. See Self-Review and Board Assurances (on page 78).

Timing of sun protection practices

Our core sun protection practices (below) apply during school hours and/or activities in terms 1 and 4. During terms 2 and 3 when UVI is generally lower, students do not normally need to wear hats, apply sunscreen, or stay in the shade, unless they are outdoors for an extended period of time, or are near highly reflective surfaces such as snow. The UV index is a useful tool for understanding when sun protection is required.

Ultraviolet radiation (UVR) cannot be seen or felt, so temperature and weather conditions cannot be used to determine when sun protection is needed. UVR can be measured using the Ultraviolet Index (UVI).

The Cancer Society advises that sun protection is needed at a UVI level of 3 or higher. This commonly occurs in terms 1 and 4 between 10 am and 4 pm, even on cloudy or cool days. The UVI may also exceed 3 at other times.

Sun protection is particularly important for young people, as overexposure to ultraviolet radiation (UVR) in childhood and adolescence can cause eye damage, and increase the risk of melanoma and other skin cancers later in life.

For UV (UV index) forecasts , see the SunSmart UVNZ app .

Sun protection practices

* We ensure that sun protection is considered for all outdoor school events and activities, on-site and off-site, including sports and EOTC. We try to plan outdoor activities to minimise exposure to the sun (UVR) during the summer (i.e. we consider timing and use of shade).
* Students and staff are encouraged to make use of shaded areas when outside.
* We encourage students and staff to keep hydrated by drinking water.
* We encourage students to wear hats that shade the face, whenever they are outside and involved in school activities.
* We encourage students and staff to protect themselves with broad-spectrum, water-resistant sunscreen of at least SPF30. The school provides sunscreen.
* We encourage students to wear clothing that protects the skin (e.g. long sleeve tops, rash tops) when at risk of extended sun exposure (such as at sports days, school camps, and picnics), or when swimming outdoors.
* Staff are encouraged to model appropriate sun protection practices.

We aim to prevent sun-related harm. Any adverse events, such as sunburn or heat-stroke, may be recorded to help manage student and staff health and to collect information for risk management. See Recording and Reporting Accidents, Injuries, and Illness (on page 254) .

Related topics

Managing Injuries and Illness (on page 250)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

EOTC Safety Management (see "[EOTC Safety Management NEW](#O_26000)" on page 44)

Uniform/Dress Code (see "[Uniform/Dress](#O_36239)" on page 414)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Resources

SunSmart (Information and resources from the Cancer Society of New Zealand)

UVNZ app

Running a SunSmart event

SunSmart Schools (SunSmart accreditation is only for primary and intermediate schools but this Cancer Society site has lots of useful information)

WorkSafe l Mahi Haumaru Aotearoa: Protecting workers from solar UV radiation

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| Acknowledgement  The Cancer Society helped review the generic SchoolDocs Sun Protection policy in 2022 and SchoolDocs appreciates their valuable input. |

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46414)" on page 510), Term 1 2020, (see "[Term 1 2020 Release Notes – Scheduled Review](#O_32720)" on page 585) Term 1 2017 (<https://demo.schooldocs.co.nz/17260.htm>)

### Animal Ethics

Cambridge High School complies with the Animal Welfare Act 1999 when considering the use of animals in our teaching and learning. As required, we attend to the welfare of any animals kept at our school and ensure they have:

* suitable and adequate food and water
* shelter
* appropriate handling
* the opportunity to behave normally
* protection from injury and disease.

We ensure that the benefits of using animals in teaching and learning are not outweighed by likely harm to animals. For certain activities involving animals, we seek ethics approval as appropriate.

The Animal Welfare Act 1999 is intended to prevent ill-treatment or neglect of animals. It sets out requirements for people who are in charge of animals and controls the use of animals in research, testing, and teaching (Part 6). Under the Act, certain activities require ethical approval. Note that "animal" includes any live member of the animal kingdom, and certain animals in gestational (pre-birth) development (s. 2).

The New Zealand Schools' Animal Ethics Committee (part of the New Zealand Association of Science Educators) has established an ethical code of conduct, which schools must follow to meet their legal requirements for the management of animals in their care.

The New Zealand Schools' Animal Ethic Committee provides resources for determining whether ethical approval is required, and is the body that considers applications. It receives applications from teachers, and also from individual students for specific investigations, science fairs, etc.

Most activities involving animals at school do not require ethical approval (e.g. having a classroom pet, bringing pets in for a visit, or simple observation of an animal).

When necessary, we seek a permit from the Department of Conservation to keep wildlife, including lizards.

Legislation <http://www.legislation.govt.nz/>

Animal Welfare Act 1999

Wildlife Act 1953

Resources

New Zealand Schools' Animal Ethics Committee

TKI | Te Kete Ipurangi: Caring for animals in the classroom

Department of Conservation | Te Papa Atawhai: Interacting with wildlife (includes holding lizards in captivity)

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

### Dogs on School Grounds

Cambridge High School values the benefits that interactions with animals can bring to our school community. We encourage appropriate behaviour when interacting with dogs so that students have a positive experience and to reduce the risk of accident or injury.

Guidelines

Visiting dogs must have no history of aggression towards people and must be fully trustworthy in a school environment. Owners bringing a dog on to school grounds must follow the guidelines below. Disability assist dogs and support/therapy dogs are welcome at Cambridge High School and may be allowed inside school buildings.

* Dogs must be on a leash held by an adult, and kept reasonably close to the adult.
* Dogs must not be left unattended.
* If the dog is considered by the council or any other authority to be a breed that needs muzzling, the dog must be muzzled on school property.
* Dogs are not allowed inside school buildings.
* Dog owners should help educate children about how best to approach their dog.
* Dogs are not allowed to drink from school water fountains.
* Owners must remove any mess left by their dog.

We report any stray dogs to animal control, and follow our lockdown (see "[Lockdown and Shelter in Place](#O_4327)" on page 226) procedure if there is a threat to the safety of students and staff.

Legislation <http://www.legislation.govt.nz/>

Dog Control Act 1996

Resources

New Zealand Institute of Animal Management: Training Dogs and Being Safe

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499)

### Digital Technology and Online Safety

Cambridge High School is committed to providing a digital and online environment that is physically and emotionally safe, inclusive, and free from racism, discrimination, and bullying (Education and Training Act 2020, National Education and Learning Priorities (NELP), and Health and Safety at Work Act 2015). We recognise the vital role of digital technology in learning and how it impacts student wellbeing, so we take all reasonably practicable steps to ensure its safe and responsible use. Our strategies aim to prevent digital incidents and maintain student wellbeing and safety both at and outside the school.

We aim to prevent digital incidents by:

* recognising prevention is better than response
* balancing promotional (e.g. resources and interventions) and protective (e.g. reducing risk) strategies
* following Netsafe's "Learn, Guide, Protect" framework
* implementing active and ongoing risk management strategies
* monitoring student use of digital technology through the school network
* engaging with our school community about planning our incident response
* educating students on using generative AI appropriately .

Ministry of Education: Digital Technology: Incident prevention

For the purpose of this policy, digital technology includes all information and communication technology (ICT) tools that allow people to interact in the digital world. ICT refers to hardware, software, generative AI (e.g. ChatGPT), communications technology, data, internet access, and cloud computing, and any other electronic tool, device, system, or resource that can generate, store, or process data.

* Digital technology devices may include computers, tablets, storage devices, cameras, phones, handheld PCs and consoles, smartwatches, video/audio devices, e-readers, and other similar devices.
* Digital communications may include emails, texts or messaging apps, and social media platforms.

Our digital technology policies and procedures apply to every member of the school community using digital technology, including staff, students, parents/caregivers, volunteers, contractors, visitors, and the board. They apply to digital technology owned by the school or owned privately and used at school or any other location for a school-based activity. They also include off-site access to the school network if applicable.

Our approach to digital technology aims to reduce barriers to education for all students (NELP: Objective 2). Cambridge High School keeps records about student access to digital devices at home and supports families to access the resources needed for their children to participate in online learning. We recognise that even though a student may have a device, their internet access may be limited.

Safe and responsible use of digital technology

In keeping with our whole-school approach to student wellbeing (see "[Supporting Student Wellbeing](#O_25608)" on page 314), Cambridge High School promotes safe and responsible use of digital technology as a shared responsibility.

At Cambridge High School, we maintain a safe and responsible digital environment by:

* setting and sharing clear requirements and expectations about acceptable and unacceptable digital use
* ensuring that members of the school community commit to these guidelines by signing the appropriate use agreement outlining requirements and expectations
* reviewing these digital technology use agreements annually
* educating students about the digital world, including understanding privacy and copyright laws, staying safe online, and protecting digital devices
* encouraging our students to be confident, capable, and competent in their use of digital technology by supporting them to:
* develop digital literacy skills
* be aware of digital technology challenges and manage them effectively
* demonstrate honesty, integrity, and ethical behaviour in their use of digital technology in line with digital citizenship
* using helpful resources (e.g. Netsafe) and supporting staff training and professional development
* encouraging students and staff to continue practising positive digital technology behaviours when not at the school.

We also create a safe digital and online environment through these supporting policies:

* Staff Social Media (on page 337)
* Community Social Media Guidelines (on page 16)
* Computer Security and Cybersecurity (on page 172)
* Privacy (on page 396)
* Publishing Student Information (on page 404)
* Sharing Images of Students (on page 405)
* Surrender and Retention of Personal Digital Devices (on page 282)

The school maintains the right to monitor, access, and review digital technology use on school equipment and the school network, including school-owned email accounts. The school may use a third party, such as N4L, to monitor school internet use. This may include browsing history.

Breaches

We respond to breaches of our digital technology and online safety policy using our guidelines for Behaviour Management (on page 272), Responding to Digital Incidents (on page 365), and Concerns and Complaints (on page 109), as appropriate.

This policy aligns with NELP Objective 1: Learners at the Centre, and Objective 2: Barrier Free Access.

The principal assures the board that Digital Technology and Online Safety policies and procedures are being implemented correctly and the school holds copies of signed digital use agreements for staff and students, as required. See Self-Review and Board Assurances (on page 78).

Related topics

Responding to Digital Incidents (on page 365)

Recording Photos, Video, and Sound (on page 368)

Bullying (on page 274)

Staff Resources (on page 181)

Copyright (on page 414)

Distance Learning (on page 24)

Personal Property and Insurance (on page 169)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Health and Safety at Work Act 2015

Harmful Digital Communications Act 2015

Privacy Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga

Digital Technology – A safe-use guide for schools

Home internet access

Devices

Netsafe

Guidance for Schools and Kura

Digital Citizenship and Digital Literacy

Staying Safe Online Guide

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581), Term 3 2018 (on page 615)

Digital Technology Use Agreements

Student Responsible Use Agreement

#### Responding to Digital Incidents

See Computer Security and Cybersafety (see "[Computer Security and Cybersecurity](#O_866)" on page 172) for our procedures for managing cyberattacks, data breaches, or other computer security threats.

Incidents involving digital technology may negatively affect the learning environment or impact the emotional or physical safety of our school community. Cambridge High School responds appropriately if there is reason to believe that our digital technology and online safety policy has been breached or an incident involving digital technology has occurred (Education and Training Act 2020, National Education and Learning Priorities (NELP), Health and Safety at Work Act 2015, Harmful Digital Communications Act 2015). We also respond to concerns and incidents that take place outside school but have an impact on the school community.

We encourage anyone who may have concerns or information about a digital incident to inform the school. We act immediately to minimise distress and harm, safeguard the safety and wellbeing of those affected, and help to resolve the matter as soon as possible. Digital incidents may vary in their nature and severity, and may involve students, staff, and/or others. Appropriate staff manage digital incidents according to the situation, in consultation with senior management and the board, as appropriate. This may include clarifying roles and responsibilities to ensure the most effective response.

Responding to a digital incident

Our school may need to respond to a wide range of digital incidents, including breaches to our digital technology use agreements, online bullying, personal information breaches, and inappropriate content. How we respond depends on the nature of the incident and whether students, staff, and/or other members of our school community are involved. We are guided in our response by the Digital Technology: Safe and responsible use in schools guide created by the Ministry of Education and Netsafe (see Resources below).

Online bullying (or "cyberbullying'") and harassment is when digital technology is used to bully or harass. Online bullying and harassment can be anonymous, and can take place on social media, messaging apps, or in other formats. It can take the form of sending messages (email/text/instant), making posts, or publishing content that intends to harm. It may include spreading rumours, and/or sharing private images, screenshots, or personal information without someone's consent. Also see Bullying (on page 274).

If the school believes a digital incident has occurred, we:

* determine what has happened, who is involved, and who owns the digital technology/content involved in the incident
* assess the nature of the incident

We assess the nature of the incident to determine whether it can be addressed within school policies and procedures or may have legal ramifications. Netsafe notes that most legal issues that schools will manage are governed by the Harmful Digital Communications Act 2015 and the Privacy Act 2020 but there are often multiple possible offences depending on the severity and specifics of each incident. See Netsafe's summary of legislation relating to digital technology for more information

* maintain the integrity of digital devices, the information stored on them, and any online content that may be required as evidence
* seek support and report incidents as appropriate

Support can be sought from a variety of sources, including Netsafe, the New Zealand School Trustees Association (NZSTA), the Ministry of Education, or a lawyer with specialist knowledge in this area.

Netsafe provides helpful online resources about keeping people safe online, and also provides advice and support to schools and kura under a contract with the Ministry of Education. They can assist with working out if a digital incident relates to the Harmful Digital Communications Act 2015 or another online safety area and can provide guidance.

Netsafe and the police share a role in managing breaches of the Harmful Digital Communications Act 2015. Netsafe is the approved agency for resolving reports related to alleged breaches of the 10 communication principles of the Harmful Digital Communications Act 2015. The act also includes criminal offences which the police manage. If a criminal law has been broken, the police should be contacted. See Harmful Digital Communications (Police) and What is the HDCA? (Netsafe)

Breaches of the Privacy Act 2020 that have caused or are likely to cause serious harm must be notified to the Privacy Commissioner within 72 hours of becoming aware of it and to any affected people as soon as practically able. See Privacy Breaches

* use the safe harbour process and/or seek legal advice as necessary if the school was the online content host

Online content hosts that allow other users to post any form of digital message (e.g. comments or videos), may be legally responsible for the content posted.

Sections 23–25 in the Harmful Digital Communications Act 2015 outline the safe harbour provision and complaints.

Schools that follow the safe harbour process are protected from legal responsibility and the possibility of prosecution for the content on their site.

The Ministry of Justice outlines seven specific steps that must be followed for safe harbour, and notes that you can only claim safe harbour if you follow these steps and make it easy for people to contact you with complaints about content posted by another person – it must be easy for people to find your contact details on your digital platform and easy for them to make a complaint that contains the information outlined in the Act.

See Ministry of Justice – Safe harbour provisions .

* determine how/when/whether to release information about the incident to the wider community and the media (on page 123).

If students are involved in a digital incident we may follow our Behaviour Management (on page 272), Bullying (on page 274), and Surrender and Retention of Personal Digital Devices (on page 282) policies as appropriate. We contact and collaborate with parents/caregivers and whānau as needed. If students at another school are also involved with the digital incident we work with the other school to resolve the situation and support our school communities.

If staff or other members of the school community are involved in a digital incident we may follow our Staff Conduct (on page 138), Community Conduct Expectations (on page 15), Harassment (on page 339), and Concerns and Complaints (on page 109) policies and procedures, as appropriate.

Our school processes for privacy and confidentiality are followed at all times. See Privacy (on page 396).

Privacy refers to the right to have personal information protected. The Privacy Act 2020 outlines how personal information must be collected, stored, used, shared, and disposed. For more information see Privacy (on page 396) and Privacy Guidelines (on page 397).

Confidentiality refers to the responsibility to ensure personal information is kept secret. Confidential information may be shared if it is in the best interests of the student. See Sharing Information (on page 400).

Support

We respond to concerns and incidents with care and caution. For students, this includes pastoral care and connections to external support, as needed. For staff, this may include access to an employee assistance programme or external support. Also see Responding to Student Wellbeing Concerns (on page 316) and Staff Wellbeing and Safety (on page 333).

We recognise that a digital incident can be traumatic for students, staff, and our school community and may require us to activate our Crisis Management (on page 236) plan. After the incident is resolved, the school continues to monitor the wellbeing of those affected and provides ongoing support as appropriate.

Recording and storing information

We record full details of the incident (including all decisions and actions taken) in our school management system. This includes documenting concerns, conversations, incidents, contact with parents/caregivers or external agencies, advice received, actions taken (including rationale), and any follow-up, support, or monitoring plans.

The school debriefs the incident to assess how processes could be improved and how we can prevent similar incidents.

Related topics

Supporting Student Wellbeing (on page 314)

Child Protection (on page 298)

Staff Social Media (on page 337)

Community Social Media Guidelines (on page 16)

Personal Property and Insurance (on page 169)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Harmful Digital Communications Act 2015

Privacy Act 2020

Crimes Act 1961

Films, Videos, and Publications Classification Act 1993

Defamation Act 1992

Human Rights Act

Harassment Act

Resources

Netsafe

Responding to Online Digital Incidents Involving Students

Incident Support

Ministry of Education | Te Tāhuhu o te Mātauranga: Digital Technology: Safe and responsible use in schools

Ministry of Justice: Safe harbour provisions

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581)

#### Recording Photos, Video, and Sound

Using photos and recordings in a safe and respectful way ensures we do not breach the Privacy Act or the Harmful Digital Communications Act. Cambridge High School has the following guidelines for recording and sharing photos, video, and sound on school property, online, and at school activities.

Recording

Staff let students know before taking photographs or making a recording (in person or online), or discuss this with parents/caregivers if needed. Students and parents/caregivers can discuss with staff if they would prefer to be excluded from photographs or recordings. Also see Distance Learning (on page 24).

Students wanting to take photographs, or record video or sound in class to support their learning need permission from the class teacher. Recordings may only be used for personal study, must not be duplicated or shared, and must be deleted when no longer needed.

When a school meeting or phone call is recorded, all participants are informed in advance and told how the recording will be used.

Using a hidden device to take photographs, or record video or sound, is not permitted on school grounds, or at school activities or events. Personal digital devices (see "[Cellphones](#O_27743)" on page 369) must be used responsibly and are subject to our Surrender and Retention of Digital Devices (see "[Surrender and Retention of Personal Digital Devices](#O_11301)" on page 282) policy.

Publishing and sharing

Cambridge High School expects students, staff, and the community to consider privacy (on page 396) and copyright (on page 414) restrictions when photographing, recording, publishing, or sharing material created by students or staff members. These considerations also apply when the school is using copyrighted material as part of a performance (e.g. a school play or concert).

Before publishing recorded material (see "[Publishing Student Information](#O_10983)" on page 404), staff seek permission from parents/caregivers, students, and other staff members who appear in the images or recordings.

Cambridge High School expects parents/caregivers and visitors to follow our guidelines for sharing images of students (on page 405).

Related topics

Distance Learning (on page 24)

Privacy (on page 396)

Publishing Student Information (on page 404)

Staff Social Media (on page 337)

Community Social Media Guidelines (on page 16)

Legislation <http://www.legislation.govt.nz/>

Harmful Digital Communications Act 2015

Privacy Act 2020

Copyright Act 1994

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Digital Technology

Netsafe

Privacy Commissioner | Te Mana Mātāpono Matatapu: Recordings of people in public places

The New Zealand Post Primary Teachers' Association / Te Wehengarua: Photographing/filming students in the classroom and at school

Release History: Term 3 2022 (see "[Term 3 2022 Release Notes - Internal Review](#O_45008)" on page 522)

#### Cellphones

Cambridge High School allows students to bring a cellphone to school. We recognise that cellphones can be used as a learning tool in the classroom, and teachers may incorporate the use of cellphones into their lessons when appropriate.

We discuss the cellphone etiquette expected at school with students at the beginning of the year, and throughout the year as needed

If a student does bring a phone to school, the following guidelines apply:

* The school does not accept responsibility for lost, damaged, or stolen phones.
* If cellphones are used for a learning activity, this will be at the teacher's discretion and the phone's use will be supervised by a school staff.
* Cellphones may be used at break times although we advise against this.
* Students may take a cellphone on EOTC activities. These guidelines and other relevant school policies will apply.

Inappropriate cellphone use

If a student is observed using a phone inappropriately, it will be confiscated and the student collects it from the Student Office at the end of the day. If possible, students should lock their phone before handing it to staff.

Inappropriate use of a cellphone may include:

* any sort of bullying, e.g. disrespectful messages about staff or other students
* taking photos or videos of other people without their permission
* forwarding inappropriate messages or content
* use of proxy sites to bypass any security, monitoring, and filtering used at school.

Related topics

Digital Technology and Cybersafety (see "[Digital Technology and Online Safety](#O_11325)" on page 362)

Bullying (on page 274) and Cyberbullying (see "[Bullying](#O_12776)" on page 274)

Surrender and Retention of Digital Devices (see "[Surrender and Retention of Personal Digital Devices](#O_11301)" on page 282)

Privacy (on page 396)

#### Bring Your Own Device (BYOD)

At Cambridge High School, we follow our Digital Technology and Online Safety (on page 362) policy to create a learning environment that promotes the safe and responsible use of digital technology. Students may bring their own device to school for learning to enhance their digital literacy. This Bring Your Own Device (BYOD) policy applies to devices that are either:

* owned by parents/caregivers
* leased to parents/caregivers by the school
* leased to parents/caregivers through an external company.

Conditions of use

Students in years 9–13 may bring their own device to school to enhance their learning, provided that the following conditions are met:

* The student and their parent/caregiver read and sign the school BYOD agreement and comply with the expectations and responsibilities set out in the agreement. Students are also expected to comply with our digital technology use agreements.
* The device is suitable for the purpose. It needs to be wifi capable, have a screen size no less than 7", and come to school fully charged.
* Parents/Caregivers record the serial number of the device, and are responsible for its insurance and maintenance.

Breaches

If a student breaches the BYOD agreement, they may lose the privilege of bringing their own device to the school. We inform parents/caregivers about the breach, as appropriate. Our response is guided by the following policies and procedures.

* Behaviour Management (on page 272)
* Responding to Digital Incidents (on page 365)
* Surrender and Retention of Personal Digital Devices (on page 282)

Related topics

Privacy (on page 396)

Personal Property and Insurance (on page 169)

Resources

Netsafe: Bring Your Own Device

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (1)](#O_47611)" on page 499), Term 2 2020 (see "[Term 2 2020 Release Notes – Internal Review](#O_33851)" on page 581)

##### Bring Your Own Device (BYOD) Agreement

This agreement is additional to the student digital technology agreement. It refers to digital devices brought to school by students, and must be signed before the student may bring the device to school.

Bring Your Own Device (BYOD) agreement (.docx)

### Getting to and from School Safely

Road safety is a shared responsibility and Cambridge High School is committed to providing a safe environment so far as is reasonably practicable. We work with relevant authorities and organisations (e.g. our local council, Waka Kotahi, and the police) to provide a road safe environment at and around the school. We also promote road safe practices for members of the school community travelling to and from school.

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

* the likelihood of the hazard or the risk concerned occurring; and
* the degree of harm that might result from the hazard or risk; and
* what the person concerned knows, or ought reasonably to know, about—

the hazard or risk; and

ways of eliminating or minimising the risk; and

* the availability and suitability of ways to eliminate or minimise the risk; and
* after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."

Road safety at and around school

The board is responsible for traffic management at Cambridge High School, taking into consideration school and community needs, accessibility, hazard identification, and risk management.

Cambridge High School appreciates cooperation from our school community in ensuring a road safe environment at and around the school. Staff and visitors to the school travelling by vehicle, including parents/caregivers and whānau, are expected to follow road rules and school guidelines about driving and parking at or near the school. We communicate our expectations about road safety (including pick-up/drop-off and parking) to the school community at the start of each school year and throughout the year as required.

Reporting hazards

Members of the school community can report concerns about hazards or risks involving road safety and traffic management around the school. Reports are managed according to the school risk management (on page 191) and hazard register (see "[Hazard Register and Audit](#O_915)" on page 194) processes. Anyone who sees dangerous or illegal driving or unsafe road behaviour near the school can report the incident to the school and/or the police, as appropriate.

Travelling to and from school

Cambridge High School encourages students to be responsible and road safe when travelling to and from school. We consult with parents/caregivers and whānau and share any school expectations about safe travel to and from school at the beginning of the year and throughout the year as appropriate.

Responsible, road safe behaviour includes:

* walking on a footpath (or, when no footpath is available, walking facing oncoming traffic and staying as far off the road as possible)
* crossing streets and roads at pedestrian crossings, where available
* being careful when passing driveways, especially "sneaky driveways" with edges, trees, or a fence that prevents anyone reversing out of the driveway from seeing the footpath
* wearing a suitable helmet, sensible footwear, and any necessary safety gear when using a bike, or other form of wheeled transport
* ensuring that wheeled transport (e.g. bikes, scooters, skateboards) is roadworthy and not overloaded (i.e. not "doubling" others)
* obeying all road rules.

We note that the Road Code requires all bikes to have good brakes and the correct lights and reflectors and all cyclists to wear a properly fitted helmet (on-road and off-road). See Equipment (Waka Kotahi l NZ Transport Agency).

Students may not use wheels in the school grounds during school hours, unless it is an organised school event.

Students must place their cycles in the cycle stands.

The police recommend that no child under the age of 10 should cycle to school unless accompanied by an adult.

Related topics

Risk Management (on page 191)

Hazard Register and Audit (on page 194)

Visitors (on page 198)

EOTC Transport (on page 68)

Property Maintenance (on page 167)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Resources

Ministry of Education l Te Tāhuhu o te Mātauranga:

Traffic management at schools

Car parks

Waka Kotahi l NZ Transport Agency:

The official New Zealand road code online

School policy and practices

Teacher resources

School community partnerships (pamphlets, videos, and guides to help the whole school community contribute to safe road use)

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety on and Off School Grounds (2)](#O_47612)" on page 500), Term 3 2020 (see "[Term 1 2020 Release Notes](#O_34476)" on page 577), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

### School Bus Transport MOE

The Ministry of Education administers bus transport for Cambridge High School. They make the final decision regarding changes, extension, etc.

The school bus controller negotiates with the board over any changes to be made to the existing schedule.

Students, and their parents/caregivers, sign a code of conduct for bus use (see "[School Bus Code of Conduct](#O_1160)" on page 480).

The board is responsible for meeting the Ministry of Education requirements for operating a school bus.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Release history: Term 1 2019 (on page 609)

Keyword: bus

#### The School Bus Controller

The school bus controller is responsible for:

* liaising with the parents and the local bus driver
* informing the board of changes to the bus route
* arranging bus lists of eligible students each school year
* dealing with, and informing the principal and parents, of any complaints regarding the service, or conduct of students.

#### Eligibility for School Bus Transport

Students are eligible for transport assistance if they meet all three criteria below.

1. The student must be enrolled at the nearest appropriate school (mainstream state school, state-integrated school, partnership school, or Māori medium school).
2. They must live more than a certain distance from the nearest appropriate school. (The distance is measured over the shortest public road or pedestrian route from home roadside gate to the school’s front gate.)

* For years 1 to 8 at least 3.2 km
* For year 9 or above at least 4.8 km

1. There must be no suitable public transport options. Suitable public transport means that it travels within 2.4 km of the home roadside gate and 2.4 km of the closest appropriate school, and that the student:

* won't have to be picked up before 7 am
* can get to school before it starts
* can be picked up within 1 hour after school finishes
* doesn't have to change buses more than once on a journey.

Courtesy transport, or transport for students who are not eligible for the transport allowance, is acceptable only with the approval of the board and must not disadvantage any eligible student.

Release history: Term 1 2019 (on page 609)

#### Bus Incidents

Any incident on the bus that causes harm or has the potential to cause harm must be reported to the principal as soon as possible.

Incidents might include any of the following:

* any accident involving another vehicle
* any accident involving the bus
* any near misses or emergency braking
* any inappropriate behaviour by passengers
* any student injured on the bus service
* any mechanical breakdown causing delay to the service.

Incident reporting process

The bus company agrees to a reporting process when the Ministry of Education or the school contracts transport services to an operator:

* The driver reports incidents to the bus company verbally.
* The operator follows up by supplying an incident report to the principal as soon as possible.

The school records all incidents in their incident register and investigates to help prevent similar incidents from occurring. Any incident reports are shared with the board in the principal's next management report.

If an incident occurs

* The school must investigate any actual harm to a student, staff member, or member of the public, as soon as possible and inform the board chair immediately. The investigation must be completed by the principal or, with the agreement of the board chair, a delegated staff member.
* Inform and involve the parent(s) of any students affected as soon as practicable. (If the harm caused was severe, consider implementing the Crisis Management Guide (see "[Crisis Management](#O_9127)" on page 236) and follow the guidelines around informing the next-of-kin.)
* Follow the Recording and Reporting Accidents, Injuries, and Illness (on page 254) policy and procedures, and complete the accident investigation form.
* Consider reporting to other agencies. If there is uncertainty, seek advice from NZ Police, WorkSafe NZ, and/or the Ministry of Education.
* Document evidence of any remedial action taken to prevent or reduce the possibility of recurrence.
* Present a full report of the investigation, including documents and forms, to the board at its next meeting.

Student behaviour on the school bus

Students, and their parents/caregivers, may be required to sign a code of conduct (see "[School Bus Code of Conduct](#O_1160)" on page 480) for bus use outlining safe use of the bus service and appropriate behaviour while on the bus.

Unsafe or inappropriate behaviour on the school bus will receive a documented warning to both student and caregiver and the student could lose their place on the school bus permanently.

Release history: Term 1 2019 (on page 609)

### School Swimming Pool

Cambridge High School provides swimming opportunities for students to learn aquatic skills, gain water safety knowledge, and enjoy leisure and sports activities. Swimming is part of the Health and Physical Education curriculum and if a student is unable to participate in swimming activities, parents/caregivers must explain why and advise when their child can swim again.

Swimming is part of the New Zealand Health and Physical Education curriculum and it is expected that all students will have had opportunities to learn basic aquatics skills by the end of year 6. Many schools provide swimming opportunities beyond year 6.

Cambridge High School is committed to providing a safe swimming pool environment, so far as is reasonably practicable. The board:

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

* the likelihood of the hazard or the risk concerned occurring; and
* the degree of harm that might result from the hazard or risk; and
* what the person concerned knows, or ought reasonably to know, about—

the hazard or risk; and

ways of eliminating or minimising the risk; and

* the availability and suitability of ways to eliminate or minimise the risk; and
* after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."
* complies with all legislative requirements and New Zealand Standards related to the management and maintenance of the pool compound

Standards are agreed specifications that can provide a means of compliance with legislation when cited in Acts or related legislation. Standards are given legal recognition by the Standards and Accreditation Act 2015. See Explaining Standards

* follows swimming pool guidance from the Ministry of Education
* ensures that pool rules and an emergency contact number are clearly displayed in the pool area.

Pool users must take reasonable care for their own health and safety and observe rules and guidelines for pool use to minimise the risk of accident or injury, or pool closure. We follow our school sun protection (on page 358) practices when using the school pool.

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| --- |
| * Every year, the principal assures the board that a full risk management and safety assessment of the pool compound has been completed. * Every year, the principal assures the board that an internal audit of health and safety compliance and practices has been conducted by the school health and safety committee/delegated health and safety person. * Every term, the principal assures the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy.   See Self-Review and Board Assurances (on page 78). |

Related topics

Risk Management (on page 191)

Primary Duty of Care (on page 187)

Sun Protection (on page 358)

Education Outside the Classroom (see "[Education Outside the Classroom (EOTC)](#O_34593)" on page 42)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Swimming pools at schools

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (3)](#O_47613)" on page 501), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 1 2021 (see "[Term 2 2020 Release Notes – Internal Review](#O_36617)" on page 559), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600)

#### Swimming Pool Management and Maintenance

The Cambridge High School board is responsible for managing and maintaining our school pool and complies with relevant legislation, regulations, and New Zealand standards. The school caretaker ensures a risk management and safety assessment of the pool compound is completed as part of regular checks, and reported to the board.

Safety and maintenance

* The fencing and gate operation is checked as part of regular site inspections and maintained to meet NZS 8500:2006 and the Building Act 2004.
* The design and maintenance of mechanical equipment meets NZS 4441:2008.
* Pool chemicals are always kept locked securely away, and are handled and stored correctly.
* Maintenance of the pool surrounds is carried out when the pool is not in use, where possible.
* An emergency contact number for the caretaker is displayed at the pool.

Water testing and monitoring

Pool water quality is maintained to comply with NZS 5826:2010. This standard aims to maintain chemical and microbiological levels to safeguard health, prevent unnecessary discomfort, and minimise degradation of the pool and equipment.

* Both school caretakers have been trained in water treatment to meet NZQA Unit Standard 20046 in swimming pool water quality, and to supervise water treatment three times a day when the pool is in use.
* The school caretaker is responsible for water quality and treatment during the school year and school holidays. The pool is also remotely monitored. If no one is available to test and treat the water, the pool will be closed.
* Microbiological monitoring is completed monthly.

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| --- |
| * Every year, the principal assures the board that a full risk management and safety assessment of the pool compound has been completed. * Every year, the principal assures the board that an internal audit of health and safety compliance and practices has been conducted by the school health and safety committee/delegated health and safety person. * Every term, the principal assures the board that identified hazards are being monitored/controlled (including risks to student safety and wellbeing) and that measures are being re-evaluated to check their adequacy.   See Self-Review and Board Assurances (on page 78). |

Related topics

Primary Duty of Care (on page 187)

Risk Management (on page 191)

Storage and Use of Hazardous Substances (see "[Hazardous Substances](#O_17429)" on page 382)

Property Maintenance (on page 167)

Legislation <http://www.legislation.govt.nz/>

Building Act 2004

Health and Safety at Work Act 2015

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Maintain a school pool

Ministry of Education | Te Tāhuhu o te Mātauranga: Manage school pool use

New Zealand standards

Standards are agreed specifications that can provide a means of compliance with legislation when cited in Acts or related legislation. Standards are given legal recognition by the Standards and Accreditation Act 2015. See Explaining Standards

Pool Water Quality NZS 5826:2010

Swimming Pool Design Standard NZS 4441:2008

Safety Barriers and Fences around Swimming Pools Standard NZS 8500:2006

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (3)](#O_47613)" on page 501), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600), Term 2 2016 (see "[Term 2, 2016](#O_14112)" on page 635)

#### Guidelines for Pool Use

Pool supervision and safety

In the event of a pool emergency, ring 111 immediately if necessary. Everyone leaves the water and contact is made with the office for further assistance.

* Students must never be in the pool compound without a teacher or other authorised adult present, and may not swim without that adult's permission.
* Students in the water, and around the pool, must be actively supervised.

Active supervision means that students are being watched, they can be heard and can hear the adult/pool supervisor, and the adult/pool supervisor can provide immediate help if needed.

* Students must walk, not run, around the pool, and may not dive or jump in from the sides of the pool, except with the teacher's permission and supervision .
* Students must not enter the pump or chemicals shed.
* Pool equipment is not left lying around the pool where it could be a hazard.

A swimming pool first aid kit is available within the compound during the swimming season and is available to all pool users at all times. The kit may contain resuscitation masks and a foil blanket. A note is clearly displayed requiring any use of the kit to be reported to the school office, so that stocks can be topped up and injuries recorded in the injury and incident register.

Pool hygiene

To avoid spreading illness (e.g. those caused by Cryptosporidium, Giardia, E. coli, or norovirus), anyone who has had diarrhoea must not use the pool until two weeks after their symptoms have resolved. This is Ministry of Health advice and a requirement of Water Quality Standard NZS 5826:2010. In the event of a faecal accident, diarrhoea, or vomiting in the pool, the pool will be closed until the water quality is tested and restored.

Pool security

The gate must be locked at the end of any swimming session, and must not be tied or left open at any time for any reason. The pool supervisor ensures that the pool gate is always secured. Pool users should report any problems with the operation of the gate immediately.

Related topics

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

First Aid Training and Supplies (on page 243)

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Manage school pool use

Water Quality Standard NZS 5826:2010

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety on and Off School Grounds (2)](#O_47612)" on page 500), [Term 2 2019, (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_15041)[Draft: Upcoming Changes Term 1 2019](#O_28323)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_15041) 600)Term 2 2016

(see "[Term 2, 2016](#O_14112)" on page 635)

### Plant and Machinery Safety

At Cambridge High School, we manage the risks associated with plant and machinery at the school. We maintain the safety and welfare of staff, students, and visitors as our priority in the use of plant and machinery.

Plant includes—

(a) any machinery, vehicle, vessel, aircraft, equipment (including personal protective equipment), appliance, container, implement, or tool; and

(b) any component of any of those things; and

(c) anything fitted or connected to any of those things

Health and Safety at Work Act 2015 (s 16)

Under the Health and Safety at Work Act, the board as the PCBU and any operators of plant or machinery take all practicable steps to make sure machinery in the workplace is in safe working order, operated correctly, and adequately stored to reduce the risk of injuries or harm. If machinery or plant at the school is potentially hazardous, a risk assessment is carried out to determine the level of risk it presents.

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

If hazards cannot be eliminated or isolated, we aim to minimise the hazard by:

* using personal protective equipment
* monitoring worker health and the working environment
* using safe operating procedures
* providing training to operators
* using safe systems of work.

Plant

The board provides, so far as is reasonably practicable, safe plant and associated structures, and ensures they are in good condition. The board ensures that plant at the school does not pose unnecessary risk to the health and safety of any person, including the risk of long-term health effects.

All plant is inspected regularly, and the school keeps a maintenance log detailing the type of plant/equipment, location, serial or identification number, work carried out, date, time, and workers involved.

Machinery

The board has a responsibility to ensure that machinery operators are appropriately trained and supervised, and use safe working practices. The school provides protective clothing and equipment as necessary, and has an accident reporting system to log and follow up on any accidents, injuries, or near misses.

Storage and maintenance

* Appropriately trained staff are responsible for the storage and maintenance of all machinery and equipment in their designated area.
* Machinery is stored safely and securely, and students are not permitted in the machinery storage area.
* Machinery is kept clean and well maintained, and repairs are attended to as soon as possible.

Machinery use

* Machinery is used appropriately for its intended purpose.
* Students only have access to machinery when appropriately supervised.
* Rooms containing machinery are locked when unsupervised.
* The appropriate safety equipment is stored with the machinery and must be used by the operator. This may include ear protection, safety glasses, gloves, and footwear.

Also see Safety in Technology Education (on page 385).

Electrical equipment

All electrical equipment used at Cambridge High School is maintained to ensure it meets health and safety standards. If powerboards are used, the school follows safety guidelines to ensure their appropriate use. Electrical equipment is tested as required to meet New Zealand Standard AS/NZS 3760: 2010.

Resources

WorkSafe | Mahi Haumaru Aotearoa: Safe use of machinery

Ministry of Education | Te Tāhuhu o te Mātauranga: Safe use and testing of electrical equipment testing in schools

hazardous substances

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (3)](#O_47613)" on page 501), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591), Term 1 2018 (on page 620)

### Hazardous Substances

At Cambridge High School, we have procedures in place to ensure a safe environment for staff, students, and visitors. Hazardous substances may be necessary at the school for cleaning, building maintenance, and educational purposes. We acknowledge the risk posed by hazardous substances and make informed decisions about their use to best support the safety and welfare of our school community.

We follow all relevant health and safety guidelines when managing and handling hazardous substances, including identifying and managing risks (see "[Risk Management](#O_430)" on page 191) posed by hazardous substances, and recording and reporting any accidents, injuries, and illness (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254). All workers use safe practices when storing or using hazardous substances.

A substance may be classified as hazardous if it is:

* explosive
* flammable
* corrosive
* able to accelerate a fire
* toxic to humans or the ecosystem (both directly and by accumulation).

Storage of hazardous substances

* We use signage to indicate areas where hazardous substances are stored.
* All hazardous substances are stored securely in appropriate areas, separate from other products that may react with hazardous substances.
* All hazardous substances are stored in their original containers with appropriate labelling and identification. If a substance needs to be moved out of its original container for transport or use, we ensure the container is in sound condition, is able to safely contain the substance during transport, and is made of a material that will not react with the substance.
* Swimming pool chemicals such as chlorine are stored securely, and only used by approved people with appropriate safety equipment (e.g. glasses, gloves, and breathing mask). Students are not permitted to access these chemicals.
* We maintain an easily accessible and up-to-date inventory of all hazardous substances stored and handled at the school. The inventory covers the location, quantity, and types of hazardous substances. This information is available to school staff and emergency services.
* We keep safety data sheets with the inventory, and ensure they are accessible to anyone who could be exposed to the substance.
* We do not allow food or drink where hazardous substances are handled or stored, including storage in a fridge. Hazardous substances are not stored in containers that may have contained food or drink, or could be mistakenly identified as containing food or drink.

Use of hazardous substances

* Users always read the label and/or safety data sheet and follow the safety instructions.
* Hazardous substances are only handled in areas with appropriate ventilation, using appropriate personal protective equipment (PPE), such as rubber gloves, safety glasses, lab coats, and overalls.
* Spills (see "[Chemical Spills](#O_21385)" on page 220) are dealt with promptly and appropriately.
* Fire extinguishers are located near to any hazardous substances and first aid supplies (see "[First Aid Training and Supplies](#O_5643)" on page 243) are available on site.
* Disposal of hazardous substances complies with the Hazardous Substances (Disposal) Notice 2017.

Environmental considerations

We take care to minimise our use of hazardous substances. Where possible, we use more recently developed chemicals that are less harmful to the environment. We are aware of potential hazards to people at and around our school, and the local environment.

Pesticides and/or herbicides are used at the school as a last resort after consideration of less hazardous weed or pest management. They are used according to the label and/or safety data sheet instructions, and with appropriate personal protective equipment.

Where possible, pesticides and herbicides are used outside school hours and preferably during the holidays or weekends to minimise any danger to students and other members of the community.

Asbestos

The school is required to have a management plan in place for any known asbestos or materials containing asbestos.

An asbestos management plan includes:

* details of the location, condition, and quantity of asbestos
* the plan to manage the risks, for example, remove it, do nothing until it poses a risk due to building work, etc.
* procedures to take when work is undertaken
* how to record incidents or emergencies involving asbestos
* timeframes for managing risks, considering reviews, required actions, activities and other circumstances
* dates (within five years) for reviewing the asbestos management plan and other asbestos documentation.

Asbestos management details are added to the hazard register, and brought to the attention of any contractors working on site.

If any property work is planned, the school works with a suitably qualified person on an asbestos survey to identify asbestos, and manage any associated risks.

Laboratory use of hazardous substances

We use Safety and Science/Pūtaiao: Guidance for Aotearoa New Zealand Schools and Kura as a guide when using hazardous substances for teaching purposes. We have procedures in place for laboratory use of hazardous substances, which are additional to the guidelines above.

At least one person is designated as laboratory manager at Cambridge High School. The laboratory manager is in charge of all hazardous substances contained within the laboratory. If a laboratory manager is absent, they may nominate a qualified person to be in charge.

Students only have access to hazardous substances when appropriately supervised by a laboratory manager or their delegate. We require correct clothing and appropriate behaviour in the laboratory. We lock the laboratory and any prep rooms if there is not a qualified staff member present.

To ensure safe practice within the laboratory we:

* display appropriate signage at the laboratory entrance to inform emergency services of hazardous substances contained within the area
* maintain a readily available laboratory folder or file, including information on the hazardous properties of the substances, use of equipment, and emergency procedures
* maintain an accurate inventory of hazardous substances used in the laboratory (kept in the laboratory, with a copy in a second suitable location)
* undertake risk assessments (see "[Risk Management](#O_430)" on page 191) for procedures involving hazardous substances
* comply with Health and Safety at Work (Hazardous Substances) Regulations in the storage, handling, and labelling of hazardous substances.

Related topics

Risk Management (on page 191)

Recording and Reporting Accidents, Injuries, and Illness (on page 254)

Chemical Spills (on page 220)

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Health and Safety at Work (Hazardous Substances) Regulations 2017

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Hazardous substances on school sites

Ministry of Education and the New Zealand Association of Science Educators: Safety and Science/Pūtaiao: Guidance for Aotearoa New Zealand Schools and Kura

WorkSafe | Mahi Haumaru Aotearoa: Hazardous Substances Toolbox

Ministry of Education | Te Tāhuhu o te Mātauranga: Managing Asbestos in schools

WorkSafe | Mahi Haumaru Aotearoa: Asbestos

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (3)](#O_47613)" on page 501), Term 2 2022 (see "[Term 2 2022 Emergency, Disaster, and Crisis Management – Scheduled Review](#O_44414)" on page 527), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

hazardous substances

### Safety in Technology Education

The board ensures that the school is a safe and healthy learning environment through risk maintenance, hazard identification, emergency management, and incident reporting procedures. We promote academic enrichment through technology education, enabling students to pursue a range of educational pathways.

We ensure that students, staff, and other workers involved in technology education understand their responsibilities for health, safety, and welfare. At Cambridge High School, the board is the PCBU and has overall responsibility for safety in technology education. Students are categorised as other people at the workplace under the Health and Safety at Work Act and must take reasonable care for their own health and safety, and the health and safety of others.

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

The board consults and works with other PCBUs to manage our shared responsibility for health and safety, and coordinate activities both within the school environment and outside of the school.

Risk assessment and safety planning

Cambridge High School follows the Ministry of Education's Safety In Technology Education guidance manual, which provides general risk management strategies, safety planning checklists, and specific guidelines for different areas of technology education.

Cambridge High School continually assesses hazards and minimises risks (see "[Risk Management](#O_430)" on page 191) in technology education. To do this we:

* identify potential hazards and take steps to minimise them
* comply with relevant safety standards
* ensure staff record and report accidents, injuries, and illness (see "[Recording and Reporting Accidents, Injuries, and Illness](#O_12358)" on page 254)
* document student allergies (on page 260) or relevant medical information
* have emergency procedures for fire (on page 218), chemical spills (on page 220), and managing injuries and illness (see "[Managing Injuries and Illness](#O_5639)" on page 250)
* familiarise students and staff with our evacuation (on page 209) procedures through regular drills
* provide emergency equipment and first aid supplies (see "[First Aid Training and Supplies](#O_5643)" on page 243), train staff in first aid, and have a phone with emergency phone numbers listed.

Safe practice

We encourage all participants in technology education to keep up to date with safe practice, and emphasise our shared responsibility for health, safety, and welfare. The board provides adequate safety training and resources, safe facilities, and allows time for safety procedures to be implemented.

Staff (including teachers, teacher aides, and technicians) and students are made aware of safety requirements for all technology courses, programmes, and units. Staff are expected to plan and implement safe practices and involve their students in recognising risks and acting accordingly.

Safe practice during technology education at Cambridge High School includes:

* training and assessing students in safe practice
* providing instructions that can be accessed and understood by all students
* demonstrating correct practice
* displaying signage with images of correct safety procedures
* monitoring student use of equipment and machinery.

At Cambridge High School, we implement these practices to ensure as far as reasonably practicable that the school is a safe learning environment. We refer to further regulations when necessary to suit specific learning environments, and consult specialist information as required.

Legislation <http://www.legislation.govt.nz/>

Health and Safety at Work Act 2015

Food Act 2014

Health and Safety at Work (General Risk and Workplace Management) Regulations 2016

Health and Safety at Work (Hazardous Substances) Regulations 2016

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Safety in Technology Education – A Guidance Manual for New Zealand Schools

TKI | Te Kete Ipurangi: Safety in Technology Education

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (3)](#O_47613)" on page 501), Term 4 2019 (see "[Term 4 2019 Release Notes – Health, Safety, and Welfare](#O_30550)" on page 591)

hazardous substances

### Safety and Welfare for Students on Work Experience

At Cambridge High School, we recognise the value of work experience for our students while they are at school. In support of the National Education Education and Learning Priorities, we collaborate with industries and employers to ensure students have the skills, knowledge, and pathways to succeed in work (NELP: Objective 4).

The board acknowledges the risks associated with external work environments and does what is reasonably practicable to ensure the health and safety of workers, including employees, volunteer workers, contractors, student teachers, and trainees.

Reasonably practicable is defined in the Health and Safety at Work Act 2015 (see Section 22). The following is a copy of that definition:

22 Meaning of reasonably practicable

"In this Act, unless the context otherwise requires, reasonably practicable, in relation to a duty of a PCBU set out in subpart 2 of Part 2, means that which is, or was, at a particular time, reasonably able to be done in relation to ensuring health and safety, taking into account and weighing up all relevant matters, including—

* the likelihood of the hazard or the risk concerned occurring; and
* the degree of harm that might result from the hazard or risk; and
* what the person concerned knows, or ought reasonably to know, about—

the hazard or risk; and

ways of eliminating or minimising the risk; and

* the availability and suitability of ways to eliminate or minimise the risk; and
* after assessing the extent of the risk and the available ways of eliminating or minimising the risk, the cost associated with available ways of eliminating or minimising the risk, including whether the cost is grossly disproportionate to the risk."

Health and safety roles

School and host employer roles

Under the Health and Safety at Work Act, the school and the host employer are both a PCBU during work experience. The PCBU ensures the health and safety of their workers while at work, and ensures the health and safety of other people by ensuring they are not put at risk from work carried out by the PCBU.

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

The host employer/PCBU has the primary duty of care (on page 187) for students on work experience. The school and the host employer consult, cooperate, and coordinate their shared health and safety responsibilities, including providing a comprehensive health, safety, and wellbeing induction, and ongoing monitoring and supervision.

Student roles

Students are categorised as other people in the workplace while they are at school. While on work experience, students are categorised as workers. As workers, students are expected to take reasonable care of their own health and safety, and cooperate with any reasonable policy or procedure of the workplace as set out by the PCBU.

The Health and Safety at Work Act defines different types of duty holders within a workplace, including schools. The Act outlines health and safety responsibilities for each type of duty holder.

|  |  |
| --- | --- |
| Duty holder | School role |
| PCBU (person conducting a business or undertaking) | Board, including the principal |
| Officers | Individual board members, including the principal |
| Workers | Employees, including teachers and non-teaching staff, volunteer workers, and contractors |
| Other people at the workplace | Students, visitors, parents, whānau, and casual volunteers |

Health and safety responsibilities

School responsibility

The school assesses the suitability of placement options, considering:

* the placement's health and safety records
* their risk identification and management strategies
* the nature of the training offered
* records of prior work placements.

The school provides general health, safety, and welfare training to students before their placement, and students and their parents/caregivers sign a work experience agreement, which sets out the conditions and aims of the placement. Students comply with the terms of their work experience agreement including following school and workplace rules, which includes identifying and reporting risks, and reporting any incidents, injuries, and near misses.

Host employer responsibility

The host employer provides specific workplace and job training and supervision, taking into account the needs, safety, and welfare of students.

After a work experience placement, the employer provides an assessment form for the student with reports on their attendance, relevant personal qualities, and vocational skills.

The principal assures the board that work-based learning and work experience situations for students meet the required welfare and safety conditions. See Self-Review and Board Assurances (on page 78).

This policy aligns with NELP Objective 4: Future of Learning and Work – Learning that is relevant to the lives of New Zealanders today and throughout their lives.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020 (Section 53)

Health and Safety at Work Act 2015

Children's Act 2014

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga: Students on Work Experience This guide includes a sample work experience agreement.

New Zealand Gazette | Te Kāhiti o Aotearoa: Work Experience Notice 2004

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Scheduled Review Safety On and Off School Grounds (3)](#O_47613)" on page 501), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596)

# Legislation and Regulations Policy

The board ensures that Cambridge High School complies with all legislation and regulations.

There are two main types of New Zealand legislation:

* Acts – laws passed by Parliament
* Secondary legislation (regulations) – laws made by someone other than Parliament (usually by a power delegated in an Act).

Acts and regulations are available through the New Zealand Legislation <http://www.legislation.govt.nz/> website.

See Parliamentary Counsel Office l Te Tari Tohutohu Pāremata: About legislation and Glossary

Standards are agreed specifications for products, processes, services, or performance. They are generally voluntary but can be mandatory when cited in Acts, regulations, or other legislative instruments.

See Standards New Zealand l Te Mana Tautikanga o Aotearoa: Explaining standards and Regulations and standards

* Our policy and procedure framework is designed to ensure our compliance. We reference legislation and regulations in each policy and procedure, as relevant.
* We complete self-review and board assurances that allow the board to review how well the school implements key legislative and regulatory requirements and to take steps to address any gaps in implementation. Through regular reporting, the principal assures the board that the school complies with these requirements and that the appropriate actions have been taken. See Self-Review and Board Assurances (on page 78).

New Zealand schools operate in the context of key legislative and regulatory requirements. These requirements include specific actions that need to be completed and reported on at regular intervals. Boards also need to be able to demonstrate how they comply with key legislative and regulatory requirements as part of the monitoring and evaluation process they undertake with the Education Review Office (ERO).

* We review the content and implementation of our policies and procedures over a three-year schedule. Policies and procedures are updated as a result of each review and are also updated outside of scheduled reviews in response to changes in legislation and good practice. We minute (record) updates at board meetings. See Review Schedule (on page 78).
* We act on communications and advice received from relevant agencies (e.g. Ministry of Education, Teaching Council, NZQA) and consult with SchoolDocs about updates to our school-specific content as required to ensure that our policies remain accurate.
* We cooperate with the Education Review Office (ERO) to strengthen our systems, plans, and practices through evaluation and continuous improvement. The school Board Assurance with Regulatory and Legislative Requirements Report, published on the ERO website, shows that our board has attested to meeting regulatory and legislative requirements and shows progress towards addressing any non-compliance.

Breaches or suspected breaches of legislative and regulatory requirements may be identified through self-review, external reviews and audits, concerns and complaints processes, or protected disclosure. Cambridge High School takes immediate steps to address any non-compliance.

Related topics

Board Responsibility (on page 6)

Managing Policy and Procedures (on page 76)

Concerns and Complaints (on page 109)

Protected Disclosure (on page 129)

Legislation

Ministry of Education | Te Tāhuhu o te Mātauranga:

Legislation

Relevant legislation

Parliamentary Counsel Office l Te Tari Tohutohu Pāremata: New Zealand Legislation <http://www.legislation.govt.nz/>

Resources

Education Review Office l Te Tari Arotake Mātauranga

Release history: Term 2 2023 (see "[Upcoming Changes TEMPLATE to duplicate](#O_48943)" on page 496), Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518)

## Student Attendance

At Cambridge High School, our attendance procedures ensure students are accounted for during school hours and activities as well as emergency events. This allows school staff to identify and respond to student attendance concerns. We recognise the importance of regular attendance to support student welfare and help students achieve their educational potential.

As required by the Education and Training Act 2020 (s 35), students between six and sixteen years old must be enrolled at school. Once enrolled, it is compulsory to attend regularly, unless a specific exemption has been approved by the school and the Ministry of Education. The board takes all reasonable steps to ensure all students enrolled at Cambridge High School attend school when it is open (Education and Training Act, s 36).

The Ministry of Education considers regular attendance to be 90% attendance or above. This is the equivalent of having fewer than 10 half days or 5 full days off school per term.

Exemptions from attendance

In certain situations, students may be exempt from attending school regularly. These include:

Early leaving exemption

Parents/Guardians may apply to the Ministry of Education for a student over 15 years old to leave school. The Ministry of Education must be satisfied that the student does not benefit from staying at the school (Education and Training Act 2020, s 39).

Wellbeing or transitional plan

Students may be allowed to attend school part-time if it is in support of their wellbeing. A doctor or psychologist must provide medical evidence, and parents/caregivers, the principal, and the Secretary for Education must all agree on the plan. A wellbeing or transition plan can’t be for longer than six months, but may be extended for another six months as agreed by the parents/caregivers, principal, and Secretary of Education (Education and Training Act 2020, s 45).

Education Counts (Ministry of Education | Te Tāhuhu o te Mātauranga): Attendance

Cambridge High School records and monitors attendance using set attendance procedures (on page 393). We have annual targets for student attendance, and work with students, parents and caregivers, staff, and external agencies where necessary to improve our levels of student attendance. We share our attendance information with the Ministry of Education, which ensures we receive correct funding and staffing entitlements. We keep our attendance registers for seven years from the date of last entry.

Parent/Guardian and student responsibilities

Parents and guardians have legal obligations to ensure their children attend school (Education and Training Act, s 244). We expect parents/guardians to:

* notify the school as soon as possible if their child is going to be absent
* arrange appointments and trips outside school hours or during school holidays where possible
* work with the school to manage attendance concerns.

We share attendance expectations with students and their parents and caregivers, and require students to be present and attend classes on time. Parents/Guardians may ask for their child to be excused from certain areas of the curriculum for religious or cultural reasons. The principal reviews these requests and considers the preferences of the student. The school provides supervision for any students who do not participate in certain areas of the curriculum.

School hours and supervision

Cambridge High School staff comply with our schedule and release students at set times. For information about supervision outside of school hours, see Before and After School Supervision (on page 328).

Students are not allowed to leave the school during school hours unless permission is requested by parents/caregivers and given by the school. The student must sign out at the office.

Senior students may be allowed to leave school grounds (e.g. during lunch time or study periods). This is at the discretion of the principal and permission may be withdrawn if students do not return on time or do not meet our behaviour expectations while away from the school.

If a student is ill or injured at the school or a school-related activity and needs to be taken elsewhere (e.g. home or a medical facility), we follow our procedures for Managing Injuries and Illness (on page 250).

The principal assures the board that student absences are correctly recorded, monitored, and followed up. The principal reports to the board on any annual targets for student attendance. See Self-Review and Board Assurances (on page 78).

Related topics

Board Responsibility (on page 6)

Attendance Procedures (on page 393)

Before and After School Supervision (on page 328)

Managing Injuries and Illness (on page 250)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Managing student attendance

Attendance and Engagement Strategy

Roll returns (monitoring)

Release history: Term 2 2023 (see "[Upcoming Changes TEMPLATE to duplicate](#O_48943)" on page 496), Term 4 2022 (see "[Term 4 2022 Release Notes – Internal Review Self-Review and Board Assurances](#O_46657)" on page 513), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600), Term 3 2018 (on page 615)

## Attendance Procedures

Cambridge High School has procedures to record and monitor attendance, and to identify and follow up concerns. We share attendance expectations with students and their parents/caregivers, and staff are responsible for reminding students of these expectations.

Recording attendance

We record attendance accurately and ensure the information is available in emergency situations to ensure all students are accounted for. We monitor absence patterns using our student management system, and parents/caregivers are notified of any concerns.

Classroom teachers, learning support staff, and office staff work together to ensure attendance is recorded correctly. Relievers, itinerant teachers, and specialist teachers provide attendance information as necessary to the relevant teacher, or directly to the school office.

Students are recorded as present or absent using set attendance codes. An absence may be justified (e.g. for medical reasons) or unjustified (e.g. for an unapproved holiday or other unsatisfactory reason), and is marked as such in our attendance register. For further information, see Attendance code resources (Ministry of Education).

Monitoring attendance

The school office receives attendance information from classroom teachers and/or relievers, itinerant, or specialist teachers, and is responsible for checking and updating attendance information (e.g. due to students arriving late or going home early). Office staff follow up absences, monitor for changes or trends in student attendance, and coordinate with relevant staff as needed.

Staff are encouraged to report any attendance concerns to the principal.

Students not meeting the threshold for regular attendance may be referred to Attendance Services

The Ministry of Education considers regular attendance to be 90% attendance or above. This is the equivalent of having fewer than 10 half days or 5 full days off school per term.

Exemptions from attendance

In certain situations, students may be exempt from attending school regularly. These include:

Early leaving exemption

Parents/Guardians may apply to the Ministry of Education for a student over 15 years old to leave school. The Ministry of Education must be satisfied that the student does not benefit from staying at the school (Education and Training Act 2020, s 39).

Wellbeing or transitional plan

Students may be allowed to attend school part-time if it is in support of their wellbeing. A doctor or psychologist must provide medical evidence, and parents/caregivers, the principal, and the Secretary for Education must all agree on the plan. A wellbeing or transition plan can’t be for longer than six months, but may be extended for another six months as agreed by the parents/caregivers, principal, and Secretary of Education (Education and Training Act 2020, s 45).

Education Counts (Ministry of Education | Te Tāhuhu o te Mātauranga): Attendance

Student absences

If there is a justified reason for absence (e.g. due to illness, a funeral or tangihanga, or other approved reason at the discretion of the school), the principal may allow a student to be absent from school for up to five days (Education and Training Act 2020, s 45). In the case of planned absences, requests must be made to the principal at least one week before the planned event. The principal has discretion to approve or deny requests, based on criteria including:

* the benefit to education for the student (including qualifications and experience of course providers as relevant)
* the length of time away from regular school programmes that the activity will require.

If a student does not arrive at school or goes missing during the day (including from an EOTC event), we check there are no errors in how attendance information was recorded or updated. If necessary, we follow our Missing Student Procedure (on page 329).

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education (School Attendance) Regulations 1951

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

Managing student attendance

Guidelines for Schools around recording attendance

Attendance registers

Attendance Services

Release history: Term 2 2023 (see "[Upcoming Changes TEMPLATE to duplicate](#O_48943)" on page 496), Term 3 2018 (on page 615)

## Enrolment

Each year Cambridge High School holds an Open Evening to introduce prospective parents and students to the school. It is an opportunity to see the school in action.

The school prospectus, including an enrolment form, is provided to all students from our contributing schools.

Cambridge High School has an enrolment scheme, which means a student must have their usual place of residence in the home zone, or may apply for a place through an out-of-zone ballot. See our enrolment scheme for further information.

Students are entitled to be enrolled unless they have been indefinitely suspended from another school. If a student has been excluded or expelled from another school, the board meets to consider the individual case and accept or decline the enrolment.

If a parent wishes to enrol a child with physical disabilities, the school may need to apply for appropriate resources from the Ministry of Education to support them.

Parents are welcome to arrange an appointment to meet the principal.

Parents complete an enrolment form to provide the school with information for its database. The school completes the enrolment process.

See our website for details of enrolment, including closing dates, forms, and information for domestic and international students.

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

## Privacy

Cambridge High School promotes and protects the privacy of all individuals associated with the school, i.e. students, staff, parents, whānau, guardians, and any others. We follow the key principles of the Privacy Act 2020, which describe how we may collect, use, store, and dispose of personal information (see "[New: Personal Information](#O_18729)" on page 398). The Office of the Privacy Commissioner administers the Act and encourages best practice.

We've used the word "parent" throughout this section to refer to parents and guardians.

Our privacy officer deals with requests for personal information and, if required, liaises with the Privacy Commissioner in any investigations. Our privacy officer is the principal.

Our Privacy Guidelines (on page 397) inform:

* how we collect, store, and dispose of information
* what information we collect
* how we use and disclose information about individuals, including official information requests (on page 407)
* how individuals may access information relating to them that is held by the school
* how to manage the rights of parents (see "[Parents and the Privacy Act](#O_18808)" on page 402) regarding information about their child.

It is important that staff understand the school's privacy guidelines, especially in relation to personal information and reporting breaches. See information from the Privacy Commissioner about reporting privacy breaches .

Legislation <http://www.legislation.govt.nz/>

Privacy Act 2020

Official Information Act 1982

Education and Training Act 2020

Oranga Tamariki Act 1989

Resources

Office of the Privacy Commissioner

|  |
| --- |
| SchoolDocs appreciates the input of Kathryn Dalziel in the internal review of our Privacy topics. |

Release history: Term 1 2021 (see "[Term 1 2021 Release Notes - Scheduled Review Privacy](#O_38111)" on page 561), Term 4 2020 (see "[Term 4 2020 – Internal Review](#O_36510)" on page 572), [Term 1 2018 (on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_13870) 620), Term 1 2016

(see "[Term 1, 2016](#O_13295)" on page 637)

### Privacy Guidelines

The Privacy Act 2020 is primarily concerned with good information handling practices, and is made up of 13 information privacy principles. The following guidelines apply these principles.

Guidelines for collecting, using, storing, and disposing of personal information

The number in brackets after each guideline refers to the relevant privacy principle .

Purpose, source, and manner of collecting personal information

* When we collect personal information about an individual, we make known the purpose of collecting it, who will have access to it, and whether it is compulsory or optional information. We advise that individuals have the right to request access to, and correction of, their personal information.
* We only collect personal information:
* for purposes connected with the function of the school, and only when it is necessary to have this information [1]
* directly from the person concerned, or, if a student, their parent or guardian, unless it is publicly available from elsewhere, or the person's interests are not prejudiced when we collect the information from elsewhere [2]
* in a transparent manner [1,3]
* in a lawful and fair manner, and avoid intruding on people's privacy as much as possible, especially vulnerable children or young people [4].

Storage, access, correction, and accuracy of personal information

* We have reasonable safeguards in place to protect personal information from loss, unauthorised access, use, or disclosure. We may require volunteers and third party contractors to sign confidentiality agreements [5].
* If an individual wants access to information we hold about them, we provide it. Individuals may request correction of this information or, when not corrected, that a record of the request is attached to the information [6,7].
* We take reasonable steps to make sure personal information is correct, up to date, relevant and not misleading [8].

Holding, disclosing, and disposing of personal information

* We only keep information for as long as it is needed, and for the purposes for which it was obtained. When a student moves to a new school and their records are requested, we forward the relevant information that we hold. We securely dispose of personal information that is no longer needed. [9]
* Information is only used for the purposes for which it was obtained except in certain circumstances (for example, for statistical purposes where the person's identity is not disclosed) [10].
* We safeguard students’ information and we do not release that information to third parties unless we are allowed, or required, to release information by law. This covers disclosure to persons other than those able to legitimately access material about their own children.

As a general rule, information about any person is not given to a third party without the person's knowledge, unless:

* the information is already publicly available
* it is being passed on in connection with a purpose for which it was obtained, for example, to the student's new school.
* the right to privacy is over-ridden by other legislation or law, including a court order
* it is necessary for the protection of individual or public health and safety [11].

Disclosing personal information outside New Zealand

Cambridge High School only discloses personal information outside New Zealand if:

* a parent authorises the disclosure, and understands that we cannot guarantee the security of the information once it is sent outside New Zealand (for example, sending a report to an international student's parents), or
* we reasonably believe the country where the information is sent has comparable privacy safeguards [12].

Unique identifiers

Where necessary, and when it's useful for administrative purposes, we use the National Student Number (NSN) or other personal ID numbers. Except for the NSN, the school doesn't use the same ID number for a student that another agency also uses for them [13].

For most purposes, the best guide is to use good sense and to treat personal information with great respect. When in doubt, seek advice from the school's privacy officer (see "[Privacy](#O_13429)" on page 396) or the Office of the Privacy Commissioner.

Legislation <http://www.legislation.govt.nz/>

Privacy Act 2020

Resources

Privacy Commissioner: Sharing information about vulnerable children

Simply Privacy: Collecting personal information from children

Release history: [Term 2 2021 (see "](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_38112)[Term 2 2021 Release Notes – Internal Review](#O_39242)[" on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_38112) 553), Term 1 2021, (see "[Term 1 2021 Release Notes - Scheduled Review Privacy](#O_38111)" on page 561) [Term 1 2018 (on page](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\H_18669) 620), Term 2 2017

(see "[Term 2 2017](#O_18656)" on page 627)

### New: Personal Information

The school collects personal information (information about an identifiable individual) to:

* provide a high standard of teaching and learning
* celebrate achievement and recognise diversity
* record and maintain:
* student records of academic progress, through, for example, portfolios, digital learning stories, etc
* accounts
* provide:
* library and information technology services
* learning behaviour programmes
* accurate information to other education providers to ensure proper and safe transfer of students
* information to the school's fundraising group for school liaison and fundraising purposes
* report/disclose information to government bodies or other agencies for the purposes of funding/support or to meet contractual/legislative obligations, e.g. Ministry of Education, Work and Income, Oranga Tamariki – Ministry for Children, district health boards, etc
* produce school communications and maintain the school’s website and management systems.

To do this, the school collects and holds the following information:

* Personal – full name, date of birth, gender, names and ages of siblings, ethnicity (statistical), citizenship/residency status/eligibility criteria, iwi, first language, and religion (optional).
* Health – doctor's name, proof of immunisation (see "[Immunisations](#O_35045)" on page 270), medical conditions/health matters/disabilities about which the school should be aware.
* Education – information relevant to the student's learning, such as the student's interests, any aspect of behaviour, performance in class, test results, electronic images including photographs, videos and audio recordings (for teaching and learning and reporting purposes).
* Caregivers – caregiver contact details (address, phone, email), relationship to the student, occupation (optional), and day-to-day care arrangements (see "[Parent/Guardian Arrangements](#O_18682)" on page 332).

The school may require certain documentation to verify the information above (e.g. passport, birth certificate, etc.)

Release history: Term 2 2021 (see "[Term 2 2021 Release Notes – Internal Review](#O_39242)" on page 553), Term 1 2021 (see "[Term 1 2021 Release Notes - Scheduled Review Privacy](#O_38111)" on page 561),Term 1 2018 (on page 620), Term 2 2017 (on page 627)

### Sharing Information

Information sharing provisions at Cambridge High School follow the regulations of the Privacy Act, Oranga Tamariki Act, Family Violence Act, and learning support guidelines. We encourage staff to proactively share information with other approved professionals (e.g. relevant members of staff, the board, and social, family, and community services) if it is in the best interests of the student.

Sharing information allows us to assess the needs of the student, identify what support is required, and organise this within the school or externally as needed. We only share information relevant to student safety and wellbeing. In all circumstances, Cambridge High School is carefully guided by privacy (on page 396) considerations in the sharing of information.

We advise staff to share all safety and wellbeing concerns with the designated child protection person. At Cambridge High School, this person is the principal, or principal's delegated authority. Anyone who has concerns about student safety can also report this directly to Oranga Tamariki or the police.

Under the Oranga Tamariki Act 1989, no civil, criminal, or disciplinary proceedings can be brought against someone disclosing or sharing information about the safety or wellbeing of children in good faith. See Oranga Tamariki's guide to information sharing for more information.

The Oranga Tamariki Act states that information may be shared to:

* prevent or reduce the risk of harm, ill-treatment, abuse, neglect, or deprivation
* make or contribute to an assessment of the risks or needs of the child
* make, contribute to, or monitor any support plan
* prepare, implement, or review any prevention plan or strategy made by Oranga Tamariki
* arrange, provide, or review services facilitated by Oranga Tamariki
* carry out any function in relation to a family group conference for children in care or anything else related to the care or protection of children.

Sharing learning support information

The school may also need to share information about students who need learning support. Cambridge High School follows the Ministry of Education's guidance for sharing learning support information under the learning support delivery model, which includes considerations and template protocols for sharing personal information, sharing aggregate information, and sharing information about an individual without identifying them. Also see Learning Support (on page 31).

Informing students

If the school shares information about a student, we are required to inform that student. Our aim is to help the student understand the nature of the information to be shared, and the consequences that may follow. We take student views into account in information sharing decisions.

There may be situations where it is not appropriate to inform the student, such as a police investigation, or the potential of further harm to an individual's safety or wellbeing. In all situations, we only share information that is accurate, up-to-date, and relevant to the safety and wellbeing of the student.

Legislative responsibilities of the school

School boards are classified as child welfare and protection agencies (CWPA) under the Oranga Tamariki Act and as such may proactively share information with other professionals, request information from other professionals, and/or receive a request for information under section 66C of the Act from another CWPA or an "independent person" (as defined in the Act). Cambridge High School follows Oranga Tamariki's guidance and resources for information sharing.

School boards are also classified as "family violence agencies" and teachers with current practising certificates or limited authority to teach are classified as "social services practitioners" under the regulations of the Family Violence Act. We consider sharing information if we receive a request for information from another family violence agency or social services practitioner, or believe sharing information within this sector may protect someone from family violence. In these circumstances, Cambridge High School responds to family violence using the Ministry of Justice's information sharing guidance under the Family Violence Act.

Related topics

Privacy (on page 396)

Official Information Requests (on page 407)

Child Protection (on page 298)

Supporting Student Wellbeing (on page 314)

Learning Support (on page 31)

Legislation <http://www.legislation.govt.nz/>

Oranga Tamariki Act 1989

Family Violence Act 2018

Privacy Act 2020

Resources

Oranga Tamariki | Ministry for Children: Information sharing

Oranga Tamariki | Ministry for Children: Guidance for Information Sharing - Oranga Tamariki Act 1989

Ministry of Education | Te Tāhuhu o te Mātauranga: Sharing information

Ministry of Education | Te Tāhuhu o te Mātauranga: Responding to a Request for Information

Ministry of Justice | Tāhū o te Ture: Information sharing guidance

Release history: Term 4 2022 (see "[Upcoming Changes TEMPLATE to duplicate](#O_46413)" on page 508), Term 4 2019 (see "[Term 4 2019 Internal Review](#O_30571)" on page 595)

### Parents and the Privacy Act

Under the Privacy Act, individuals are entitled to access personal information held about them. There is no age limit to this, children and young people have the same rights as everyone else.

Parents have no automatic right to access all of the information the school may hold about their child or request corrections of information held about their child. The school, however, is bound by the principles of the Privacy Act and one of them is to endeavour to keep information about a person up to date and correct. If a parent points out that information is incorrect, the school should correct it.

Parents are not entitled to information about other parents, or students who are not their own children.

Parents and guardians are entitled to information about the progress of their child under the Education and Training Act 2020. They are also entitled to access educational information, and are usually able to access other information if they request it, through the provisions of the Official Information Act (see "[Official Information Requests](#O_30123)" on page 407).

In considering a request from a parent, the school must consider the following:

* Is it information that the parent has a right to, for instance, about their child's academic progress, or is it information the child has a right to keep private?
* Is the parent acting as the child's representative, or acting without the child's consent?
* Is the child of an age or maturity that allows them to decide to give consent or not?
* Is disclosure of the information a breach of the child's confidentiality?
* Is it in the child's best interest?
* Does other legislation affect the decision? For example, the Education and Training Act 2020 requires principals to tell parents about matters which are preventing or slowing a student's progress at school, or harming the student's relationships with teachers or other students.

In practice there are very few occasions when a school would be justified in withholding any information from a parent. One example of such a situation might be a child at school who confides in a counsellor who is trying in their professional role to help the child. The child insists that the parents or (perhaps in a situation of abuse), a particular parent, are not to be told the child’s information by the counsellor. A counsellor is required to respect and consider the wishes of the child.

When in doubt, seek advice from the school's privacy officer or the Office of the Privacy Commissioner .

In the case of separated parents, each parent is entitled to educational information about their child, for example, school reports, and matters which are preventing or slowing a student's progress at school or harming the student's relationships with teachers or other students. These should be provided unless there is a Court Order preventing it. It is the responsibility of the parent to alert the school of any such Order. See Rights of Parents, Guardians, and Caregivers (on page 330).

Also see Parent/Guardian Arrangements (on page 332).

Release history: Term 1 2021 (see "[Term 1 2021 Release Notes - Scheduled Review Privacy](#O_38111)" on page 561), Term 2 2017 (on page 627)

### New: Third Party Providers

We use the information that parents share with us at enrolment to support their child’s learning, and to communicate with parents quickly and effectively. We use personal information (see "[New: Personal Information](#O_18729)" on page 398) for a range of purposes, for example:

* sending interim reports and academic progress information
* informing parents if their child is sick or injured
* inviting parents/whānau to interviews or meetings
* keeping parents informed during a disaster or other significant emergency affecting the school
* sending home school-related communications (e.g. newsletters and parent surveys)
* informing parents about specific activities (e.g. camps, day trips, sporting events)
* providing access to school-related digital spaces of interest (e.g. blogs, Facebook groups).

From time to time, Cambridge High School may use third-party providers:

* to facilitate communication between school and home
* to provide services to our school to support teaching and learning.

This may involve sharing some information (e.g. an email address or phone number) with the provider.

We only use such services when the school is satisfied that the third party provider’s privacy policy, settings, and controls, are secure and managed appropriately, and that the use of the service complies with our privacy policy, and the purpose for which any information was gathered in the first place.

Release history: Term 1 2018 (on page 620), Term 2 2017 (on page 627)

### Publishing Student Information

Images of our students (photographs, video clips, etc), and examples of their school work, are sometimes published in our newsletters, on our school website, and other online channels such as the school/class blogs, Facebook page, YouTube, etc.

The school has an obligation to:

* protect students' privacy and safety in relation to information about them, or images of them, published by the school, and
* protect students' copyright in relation to the material they create.

Images of students and/or their work are published to recognise student achievement, report on learning to the school and wider community, and to promote the school.

If the school is aware of a special circumstance regarding a student's presence at the school, such as a court order preventing access to the student, any information that could identify the student is kept out of the website/newsletters.

Parents are welcome to contact the school's privacy officer to discuss these issues. Our privacy officer is the principal.

Protecting students' privacy

Cambridge High School:

* publishes images and students' work that positively depict the student and school
* seeks parents' written consent before their child's image or work is published online

Parents give this consent at enrolment, or as needed if their child is already enrolled, by completing a student information consent form (see "[Cambridge High School Student Information Consent Form](#O_10985)" on page 405) and can withdraw their consent at any time.

* seeks students' consent before publishing their work
* takes special care with personal information about students

Personal information (see "[New: Personal Information](#O_18729)" on page 398) refers to information that identifies an individual. With consent, we share no more than a student’s first name, image, or work in the school newsletter, on the school website, or in the wider online community.

Protecting copyright

As the author of a copyright work, a student has the right to be identified when their work is exhibited in public, such as on the internet. At Cambridge High School, we prefer to identify the student by their first name and year at school only to protect their privacy. The school's privacy officer considers requests for a student's full name to be published.

Legislation <http://www.legislation.govt.nz/>

Copyright Act 1994

Privacy Act 2020

Release history: Term 1 2021 (see "[Term 1 2021 Release Notes - Scheduled Review Privacy](#O_38111)" on page 561), Term 1 2018 (on page 620)

### Sharing Images of Students

Cambridge High School follows guidelines to protect students' privacy and safety at school when we publish student information (see "[Publishing Student Information](#O_10983)" on page 404). This includes sharing photos of our students. We encourage our school community to also consider privacy issues when sharing photos and videos taken at school events.

We are happy for parents to take photos/videos of their children at sports day, cultural day, or other public school events. If copyright issues apply, such as at a school play, which forbid photos or videos to be taken, the school makes this known.

If parents want to share photos/videos on social media, they should consider the following:

* Show the images to your children and discuss them before posting them on social media. This will help your children understand that they should always think about what goes out to the public on the internet.
* If the images have pictures of other students, think about editing to remove them.
* Make sure that other students are not named in any online posts.

Parents should remember that posting photos of other people can amount to harassment (on page 339) and they should take care to ensure photos are fair to other people.

Students are also expected to consider privacy (on page 396) and cybersafety (see "[Digital Technology and Online Safety](#O_11325)" on page 362) issues when sharing photos and using social media.

Related topics

Parent Involvement (on page 12)

Community Conduct Expectations (on page 15)

Publishing Student Information (on page 404)

Release history: Term 1 2021 (see "[Term 1 2021 Release Notes - Scheduled Review Privacy](#O_38111)" on page 561), Term 2 2017 (on page 627)

### Cambridge High School Student Information Consent Form

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Cambridge High School Student Information Consent Form | | | | | | | | | |
|  | | Images of our students (photographs, video clips, etc), and examples of their school work, are sometimes published in our newsletters, on our school website, and other online channels such as the school/class blogs, Facebook page, YouTube, etc.  We publish student material to celebrate students' work and achievement, to encourage students to participate in our school community, and to promote the school.  We believe it is important to celebrate students' achievements, but are aware of the potential risks when such personal information or material is published online.  In the interest of safety and security we require parents to give consent before publication. With consent, we share no more than a student’s first name, image, or work in the school newsletter, on the school website, or in the wider online community. | | | | | | |  |
|  |  | | Please indicate your wishes by ticking the relevant box: | | | | | | |
|  |  | | I give permission for my child’s name, image, or work to be published in the school newsletter, on the school website, or the wider online community (as indicated above). | | | | | | |
|  | | | | | | | | | |
|  |  | | I do not give permission for my child’s name, image, or work to be published in the school newsletter, on the school website, or the wider online community (as indicated above). | | | | | | |
|  | | | | | | | | | |
|  | Student's name: | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
|  |  | | Parent / legal guardian / caregiver | |  | | | | |
|  | Name: | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | |
|  | | | | | | | | | |
|  | Signature: | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | Date: | / | / |  | |
|  |  | |  |  |  | | | | |

## Official Information Requests

When a person asks Cambridge High School for information, Cambridge High School follows the requirements of the relevant legislation and guidelines.

Types of requests

* State schools are subject to the Local Government Official Information and Meetings Act (LGOIMA), which requires boards to take reasonable steps to ensure that parents of enrolled students can learn the location and timing of board meetings, if they are interested, and allows members of the public to access agendas, reports, and meeting minutes.
* Requests for a person’s own information are dealt with under the Privacy Act. See Cambridge High School's Privacy (on page 396) policy.
* Requests for information can be made under the Oranga Tamariki Act or Family Violence Act.
* Requests for other types of information, including parents' requests for information about their child, are covered by the Official Information Act (OIA). See Parents and the Privacy Act (on page 402).

OIA requests

The board will assess any official information request and respond within 20 working days, as required by the OIA, or may refuse the request, if appropriate. Reasons why a request may be refused include:

* legal reasons for withholding the information
* the information requested is or will soon be publicly available
* the information does not exist or cannot be found
* it would take substantial collation or research to compile the information
* the request is considered frivolous, trivial, or vexatious.

If a request is refused, the board will give reasons for the refusal and ensure the person who requested the information knows they have the right to make a complaint to the Ombudsman.

Charges

Charges may apply, and Cambridge High School will ensure the person who requested the information agrees to the costs before proceeding. Requests for information may be amended to lessen estimated costs or because they would otherwise be refused due to the need for substantial collation or research.

Legislation <http://www.legislation.govt.nz/>

Official Information Act 1982

Local Government Official Information and Meetings Act 1987

Privacy Act 2020

Resources

Ministry of Education – Educational Leaders: How should the school respond to requests for official information?

NZSTA: Responding to information requests

Ombudsman: The OIA and school boards of trustees and Complaining about access to official information

Release history: Term 4 2020 (see "[Term 4 2020 – Internal Review](#O_36510)" on page 572), Term 4 2019 (see "[Term 4 2019 Internal Review](#O_30571)" on page 595)

## School Records Retention and Disposal

Cambridge High School preserves schools records as valuable assets for the short- and long-term operation of our school. We have effective records management systems to meet the requirements of the Public Records Act 2005, which includes complying with other relevant legislation. The Public Records Act provides a framework for ensuring accurate recordkeeping of public records, including school records.

A school record includes most information that is created and/or received as part of the school business. Examples may include correspondence, accounts, reports, minutes, and class photographs. This includes school/student information in any format, including paper-based and electronic (e.g. emails, social media, and information held in our student management system). Metadata such as dates and identifiers are also managed as a record.

Information and items from other educational institutions or associations for reference purposes are not considered school records.

See School Records – Retention and Disposal Schedule

We comply with the guidelines set out in the School Records – Retention and Disposal Schedule (the Schedule), which covers all possible records a school may create. The Schedule provides further details about how long to keep school records, why records need to be kept, and what happens to them when they are no longer useful to our school. See School Records – Retention and Disposal Schedule . We also follow the standard issued by Archives New Zealand.

The Information and Records Management Standard outlines key obligations for regulated organisations including public offices such as state and integrated schools. The standard sets out the minimum level of compliance that the school must meet.

The standard is based on three principles:

* responsible management of information and records (e.g. allocating the oversight of the records management to a designated person)
* information and records management systems that support the organisation (e.g. safeguarding information and records of long-term value)
* information and records that are well managed (e.g. ensuring that school information is reliable, identifiable, retrievable/accessible, usable, and shareable).

The standard also upholds the rights of Māori, under te Tiriti o Waitangi, to access, use, and reuse information that are taonga.

Archives New Zealand: Information and records management standard

Responsibilities

The board and senior management are responsible for maintaining and monitoring our school records in keeping with relevant legislation, regulations, and New Zealand standards. The board delegates the oversight of our school records to the records officer, who informs staff of their responsibilities and works with the board to ensure that the school follows records management processes. At Cambridge High School, the records officer is the business manager. The records officer consults with the board as needed.

We regularly monitor our records management systems to ensure processes are followed correctly and meet the needs of our school. This also involves addressing any issues and working with Archives New Zealand on compliance.

Classes

The School Records – Retention and Disposal Schedule divides records into the following classes and states the minimum retention period for each type of record. Cambridge High School may keep a record longer if needed. If this is the case, we consider any possible issues involved in doing this (e.g. privacy regarding digital information).

|  |  |
| --- | --- |
| Class | Record type and examples |
| For detailed information about the retention period for each record type, see the School Records – Retention and Disposal Schedule . | |
| 1 | Student records   * All enrolment forms, admission and withdrawal registers, attendance records, enrolment scheme ballot administration documents, individual student records or work, disciplinary records, aggregated student data, and residential care records. * Any record of physical restraint is kept for a minimum period of 10 years from the date of last action. |
| 2 | Governance records   * Governance documents including school policies, procedures, bylaws, rules, and codes of practice, operational and routine procedures and guidelines, board minutes and agendas, strategic plans/goals, annual reports, board election material, and correspondence. |
| 3 | Personnel records   * Employment records, staff management and professional development, and health and safety (e.g. incident management, safety checks, and police vetting) information. * Any record that contains personal or classified information is protected in line with privacy guidelines. |
| 4 | Financial records   * School accounting and other financial transactions, and records about financial reporting, budgeting, funding, insurance, auditing, and fraud/theft. |
| 5 | Property records   * Records about the acquisition, maintenance, management, and disposal of school property and equipment owned, occupied, or controlled by the school. Building security and hazardous substances records, and tender reports and documentation. |
| 6 | Administration records   * School administration records including IT software, services, and databases, library services, food safety, teaching materials, records management, and other routine administrative records that do not fall within any other class in the Schedule. |
| 7 | Significant events and milestones   * Documents and memorabilia collected by the school to showcase its history, such as photographs and newsletters. This class also covers records related to special or designated character, if applicable. |

Policies and procedures provided by SchoolDocs

SchoolDocs policies and procedures that were used by our school in the past can be requested from SchoolDocs.

Destroying and discharging school records

The Schedule identifies methods for destroying and discharging school records, and those which must eventually be transferred to Archives New Zealand.

A school record may be disposed of by destroying or discharging it.

Destroying

* Records that are no longer required may be destroyed in a manner that ensures the record is completely destroyed (e.g. shredding or permanently deleting an electronic file). Extra care is taken when destroying sensitive or confidential records/information.

Discharging

* A school record may be discharged into the care of an organisation (e.g. library or marae) or individual after the minimum record retention period has been reached, and it is no longer needed by the school.
* Only some school records can be discharged (e.g. major school publications/newsletters).
* If any school record is discharged, additional steps are followed such as completing a Discharge Authority Form and obtaining authorisation by the Chief Archivist. After the records have been discharged, they are no longer public records; they are not the responsibility of the board and are not covered by the Public Records Act 2005.

See School Records – Retention and Disposal Schedule

We do not destroy or dispose of any school records without Archives New Zealand’s authorisation except in accordance with the Schedule. If any school records must be destroyed or disposed of, we:

* follow the standard process for authorising the destruction or disposal of the records, and check the Schedule to ensure the records can be legally destroyed
* ensure the retention period has expired and check that the records are not needed for school administration or reference purposes
* request sign off from the board chair, who is responsible for ensuring this is done securely (any delegation of this authority is minuted in board records)
* keep a record (e.g. agreed in the board minutes) of documentation and records to be destroyed or disposed of
* seek support from NZSTA, Archives New Zealand, and/or the Ministry of Education (Records Services team) as appropriate if we require further advice (e.g. closing or merging schools, transferring records to Archives NZ).

Related topics

Te Tiriti o Waitangi (on page 1)

Governance Documents (on page 8)

Managing Policy and Procedures (on page 76)

Privacy Guidelines (on page 397)

Personal Information (see "[New: Personal Information](#O_18729)" on page 398)

Official Information Requests (on page 407)

Healthcare (on page 241)

Minimising Physical Restraint (on page 284)

Computer Security and Cybersecurity (on page 172)

Legislation <http://www.legislation.govt.nz/>

Public Records Act 2005

Education and Training Act 2020

Privacy Act 2020

Resources

School Records – Retention and Disposal Schedule (Ministry of Education and Archives New Zealand)

Ministry of Education | Te Tāhuhu o te Mātauranga: Archiving and disposing of school records

Archives New Zealand | Te Rua Mahara o te Kāwanatanga:

How to manage your information

Key obligations and the standard

Release history: Term 2 2023 (see "[Upcoming Changes TEMPLATE to duplicate](#O_48943)" on page 496)

## School Year, Terms, and Holidays

The Cambridge High School board complies with regulations made under the Education and Training Act 2020 that determine when schools must be open. This includes:

* being open for the required number of half-days each year (students are required to attend school when it is open)
* observing the relevant term dates
* being closed on the holidays specified in the regulations.

The regulations set out the reasons a board may vary when half-days take place, and set out exceptions for when a school may open for fewer half-days than required (e.g. teacher-only days agreed with the Minister of Education, disruption due to construction, school suddenly uninhabitable).

Industrial action

If the school is not open due to a strike or lockout, the school is treated as having been open. During paid union meetings, the board is required to ensure that the school remains open for instruction.

Unexpected closures

If the school experiences a traumatic event or bereavement (e.g. death of a student or staff member), we may close the school for a period of time. This is subject to the school still being open for the required number of half-days.

Emergencies

If the school needs to close because of an emergency (e.g. fire, earthquake, flood), we inform our local Ministry office. If this event means we will not be open for the required number of half-days, we may apply to the Director of Education (nearest Ministry office) for a reduction.

The principal assures the board that the school has been open for the statutory number of half-days and hours per day in the current year. The principal informs the board of the dates and number of half-days for instruction for the next year. See Self-Review and Board Assurances (on page 78).

Related topics

School Closure (on page 215)

Student Attendance (on page 391)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education (When State Schools Must Be Open) Regulations 2022

Resources

Ministry of Education | Te Tāhuhu o te Mātauranga:

School terms and holiday dates

More information on setting term dates, holidays and closing days

Release history: Term 2 2023 (see "[Upcoming Changes TEMPLATE to duplicate](#O_48943)" on page 496), Term 2 2019 (see "[Draft: Upcoming Changes Term 1 2019](#O_28323)" on page 600)

Keywords: school year; school closure; strike, industrial action

## Creative Commons

Under the New Zealand Government’s Open Access and Licensing framework (NZGOAL), approved by Cabinet in 2010, Government has invited school boards to use Creative Commons licensing to release their educational resources.

Creative Commons licences allow the legal sharing and remix/reuse of materials. The six licences are robust legal documents that set out the conditions of reuse, from the most restrictive to the least - which allows people to use the work openly, as long as they credit the original.

Using work with a creative commons licence

Creative commons licences clearly set out their conditions of use, so teachers can use or adapt resources safely and legally. Students learn about copyright and legal restrictions so that with access to a huge variety of online material they can also use material for their own creations without infringing these restrictions.

Creating work with a creative commons licence

At Cambridge High School, we choose to share resources and information and to collaborate to create intellectual property that is freely available to all. We have adopted a creative commons policy to:

* apply creative commons licences to educational resources created at school
* promote collaboration and creativity within our school community and with other schools
* encourage the sharing of resources and information between schools
* promote the objective of the Network for Learning of unleashing learner potential
* allow the sharing of material without contacting the copyright holders (which at school is the board)
* allow students to be involved in creating resources
* clarify the ownership of intellectual property at school.

See our Creative Commons Policy (on page 413).

Resources

tohatoha: Creative Commons Aotearoa (includes information about choosing and applying for a CC licence)

data.govt.nz: NZGoal factsheet

### Creative Commons Policy

See Creative Commons Aotearoa for more information including choosing and applying a CC licence.

Cambridge High School encourages the open and free exchange of information, knowledge and resources; and supports the collaborative production of intellectual property that is freely available to all.

See Definitions.

Intellectual property: includes the rights to all created work.

Outputs: the products created by an individual or group of individuals, such as artwork.

Outcomes: the consequences or results arising from the development or use of intellectual property as opposed to products that are created from intellectual property. Examples of outcomes include exhibitions, websites, and publications.

The school:

* asserts its copyright over school employees’ work created during the course of employment
* applies by default a Creative Commons Attribution 3.0 New Zealand Licence (BY) to all its teaching materials and other work wherever possible.

Intellectual property in relation to work other than teaching materials is protected by default and may only be waived or altered with the express agreement of the principal and on a case by case basis. Considerations will include:

* detailed reasons for limiting the free access to material
* making any restrictions time dependent
* consideration of applying other Creative Commons licences to the work.

The school will transfer the copyright of created works to the original creator when a licence is applied to them which meets the free cultural works definition, that is, a Creative Commons Attribution License (BY) or Creative Commons Attribution-Share Alike (BY-SA).

Cambridge High School encourages staff and students to support free and open access to intellectual property, and also to apply the Creative Commons Attribution framework to their work as individuals.

Ownership of intellectual property and outputs arising from intellectual activity

Outputs and intellectual property created by staff in the course of their employment are owned by the school unless otherwise expressly agreed by way of contractual obligations in an employment agreement.

Outputs and intellectual property will be jointly owned by the school and a staff member only where such joint ownership is expressly agreed between Cambridge High School and the staff member.

The ownership of outputs or outcomes of students’ work belong to the students. The school makes no claim over students' work.

Clarity of licensing

All published works should be clearly labelled using the appropriate symbol and licensing statement from Creative Commons.

Disputes

Where there is a dispute over ownership, including co-ownership of intellectual property, and/or the commercialisation of any co-owned intellectual property, the following process will apply:

1. The dispute will be documented and presented to the principal.
2. If the dispute is not resolved, the documentation will be presented to the board chair.
3. If the dispute is still not resolved, mediation with an appropriate authority will be undertaken.

This policy is based on the Creative Commons policy of Albany Senior High School, made available under a Creative Commons Attribution licence CC-BY (Albany Senior High School).

## Copyright

All staff are expected to follow the guidelines and provisions described on the Copyright in Schools website. The site contains general copyright information and guidelines for specific issues or situations. Use this site to determine whether your copying meets New Zealand's legislative requirements.

Staff must also observe the conditions of any creative commons licences applied.

Resources

Tohatoha Aotearoa Commons

NZSTA: Copyright licensing

Copyright Licensing New Zealand: Primary and Secondary Schools Licence

## Uniform/Dress

Cambridge High School requires our students to wear a school uniform. This policy and the associated uniform rules are a school bylaw. The board consults with the school community when updating this policy and making or amending uniform rules.

A school rule made by the school board is a bylaw. Under the Education and Training Act 2020 (s.126), boards are required to consult with staff, students (as appropriate), and the school community when making or amending rules/bylaws, if the rule is:

* made by the board, principal, or other staff member with delegated authority from the board, and
* enforced with full compliance in the school, with disciplinary and/or negative consequences for breaching this rule.

School rules that relate to the legal rights of students also require consultation.

Ministry of Education | Te Tāhuhu o te Mātauranga: Consulting on bylaws (school rules)

Our uniform rules outline what students can and cannot wear at school and while representing the school. These rules are made clear to students and their parents/caregivers at enrolment. We follow school processes for managing breaches of uniform rules, which may include contacting parents/caregivers and involving senior staff. If parents/caregivers are unable to purchase necessary uniform items due to financial hardship, our school works with them to find a solution.

Students may be reminded about appropriate dress expectations for the school learning environment before non-uniform days.

Students must behave appropriately while in uniform (e.g. at school, at events representing the school, and travelling to and from school).

The board may review our uniform rules when issues arise, and/or as part of the review of this Student Uniform policy. When reviewing our uniform, we consult with the school community and consider student wellbeing (including sun protection), affordability, our inclusive education policy, and the New Zealand Human Rights Commission uniform guidelines.

The school uniform guidelines published by the New Zealand Human Rights Commission provide non-binding guidance on school uniform policies from a Tiriti o Waitangi and human rights lens.

The guidelines provide information about how uniform rules and expectations can meet the legislative requirements of the:

* Tiriti o Waitangi (articles 2, 3, and 4, and working in partnership with mana whenua, ākonga Māori, and their whānau, hapū, and iwi)
* Human Rights Act 1993
* New Zealand Bill of Rights Act 1990
* United Nations Convention on the Rights of the Child 1989
* Education and Training Act 2020 (s.126, 127, and 133).

Upholding Tiriti o Waitangi obligations, preventing discrimination, recognising New Zealand's cultural diversity, and giving effect to the human rights of students are key considerations.

Human Rights Commission | Te Kāhui Tika Tangata: School uniform guidelines

See our uniform information .

Related topics

Board Responsibility (on page 6)

Te Tiriti o Waitangi (on page 1)

Inclusive Education (on page 28)

Behaviour Management (on page 272)

Supporting Student Wellbeing (on page 314)

Sun Protection (on page 358)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Human Rights Act 1993

New Zealand Bill of Rights Act 1990

United Nations Convention on the Rights of the Child 1989

Resources

Human Rights Commission | Te Kāhui Tika Tangata: School Uniform Guidelines

Release history: Term 2 2023 (see "[Upcoming Changes TEMPLATE to duplicate](#O_48944)" on page 497), Term 4 2022 (see "[Term 4 2022 Release Notes - Internal Review](#O_46322)" on page 518)

Keyword: dress; dress code; mufti

# International Learners

This International Learners section outlines how Cambridge High School meets the requirements of the Code of Practice, Parts 1 and 2; and Part 7, Outcomes 13–22.

Cambridge High School hosts international learners and is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 (the Code).

The Code outlines what signatories must do to ensure the safety and wellbeing of their international learners. It is supported by the Code Guidelines.

The Code Guidelines provide guidance about how schools can meet the requirements of the Code. They:

* introduce the Code
* describe the role of NZQA as Code Administrator in supporting and monitoring Code compliance
* set out the expected process for determining what is "reasonable", "as far as possible/practicable" and "appropriate"
* provide detailed guidance for understanding and applying the Code outcomes and processes
* provide optional resources and examples of what practice may look like, to help signatories reflect on their own practices.

Understanding the Code

Staff responsible for international learners and the international programme are familiar with the Code of Practice and Code Guidelines.

At Cambridge High School the international student director is responsible for keeping up to date with Code of Practice requirements and guidelines.

Implementing the Code

As a signatory to the Code, we have policies and procedures in place that support the wellbeing and safety of our international learners. We take all reasonable steps to protect international learners and ensure as far as possible that they have a positive experience that supports their educational achievement (Education and Training Act 2020).

In accordance with the Code of Practice, Cambridge High School:

* recruits, informs, and enrols international learners ethically and responsibly (Part 7, Outcomes 13–16)
* ensures that learners are offered appropriate orientation (Part 7, Outcome 17)
* provides a safe study environment and wellbeing support, and ensures, as far as practicable, that learners are in safe accommodation (Part 7, Outcome 18)
* provides learners with relevant information and advice to support their educational outcomes (Part 7, Outcome 19)
* manages withdrawal and closure ethically and responsibly (Part 7, Outcome 20)
* has fair and equitable processes for addressing concerns and complaints (Part 7, Outcomes 21 and 22).

We implement the Code in a way that is appropriate to learner needs and contexts and is consistent with Code Administrator expectations. Where the Code does not specify exactly what must be done and how, we use the evaluative, evidence-based approach recommended by the Code Guidelines to make decisions about what is reasonable, practicable, or appropriate for our international learners.

The Code acknowledges that the approach to pastoral care for each international school learner may be different, depending on their age, ability, and individual circumstances. Signatories are required to tailor their approach to each learner to meet the required outcomes of the Code. When determining what pastoral care practices are appropriate for their learners, NZQA expects signatory schools will undertake an effective self-review (see "[International Learners Review](#O_33078)" on page 467) process and:

* work proactively with learners and other stakeholders to understand their needs
* use quality evidence (including both quantitative and qualitative information and feedback from a range of learners and others involved with international learners)
* consider evidence in relation to the Code Outcomes
* make robust, defensible, and documented decisions about what is appropriate and why.

Code Guidelines (p.6–7)

Our implementation of the Code does not override our responsibilities under the Privacy Act 2020 or the Health Information Privacy Code.

See our school's International Learners Policy

Legislation <http://www.legislation.govt.nz/>

Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Education and Training Act 2020

Resources

NZQA l Mana Tohu Matauranga o Aotearoa:

The Tertiary and International Learners Code of Practice

The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Guidelines for Code Signatory Schools

The Code for education providers

Code resources for school signatories

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

## Marketing and Promotion

This policy outlines how Cambridge High School meets the requirements of Code Outcome 13.

The Code requires signatories to ensure that information provided to prospective international school learners about living in New Zealand and studying at their school is clear, sufficient, and accurate enough to help learners make informed choices about whether to enrol.

Our school provides marketing information that is accurate, realistic, professional, and personalised. Our information is age-appropriate and up to date. We use marketing tools such as our school website, brochures and pamphlets, social media campaigns (Facebook), short video clips, photos and images, and branded materials (e.g. business cards, pens, posters).

We review our information for international students regularly. Our international student director is responsible for ensuring that the marketing and promotion of services to international students is monitored and updated at least annually to enable students and their families to make informed choices about the services we provide. We proactively consider and evaluate their information needs by asking students and their parents to complete short electronic surveys about the marketing and promotion materials they received from us and their agent..

What it's like to study at Cambridge High School

We help learners and their families understand what it is like to live in New Zealand, and go to our school, by providing information about:

* the education provided, including potential learning outcomes and further education pathways (such as NCEA)
* school staffing, facilities, and equipment
* quality assurance results (ERO)
* study and living costs
* accommodation (on page 442) and transport
* dealing with complaints (see "[Dealing with Grievances](#O_14838)" on page 464)
* the Dispute Resolution Scheme (see "[Compliance with International Learner Contract Dispute Resolution Scheme](#O_12600)" on page 466).

We provide international learners and their families with current information about what it is like to live and study in New Zealand in our pre-departure information handbook .

We also have a Cambridge High School International Students Facebook page  and run an International "Buddy Programme" so that learners can connect with a Kiwi buddy before they arrive.

Also see our school's website for information for international learners and our prospectus .

This information is provided when prospective learners express an interest in our school. Further information is provided if learners decide to enrol, before the enrolment contract is signed. See International Enrolment (on page 424).

Legislation <http://www.legislation.govt.nz/>

Consumer Guarantees Act 1993

Resources

Immigration New Zealand l Te Ratonga Manene: Marketing to international students

Immigration New Zealand l Te Ratonga Manene: International markets

Education New Zealand l Manapou ke te Ao: School System and Qualifications

## Managing and Monitoring Education Agents

This policy outlines how Cambridge High School meets the requirements of Code Outcome 14.

Education agents play an important role in the lives of international learners and their families. The Code (clause 2.1) defines an education agent as "a person, body, or organisation acting on behalf of a signatory in relation to any aspect of their international learners' enrolment and study, including accommodation, and includes a subcontracted agent."

Cambridge High School uses recruitment agents to identify and/or recruit potential international students, whether individually or in a group, either overseas or in New Zealand. If a student is recruited by an agent, the agent has a record of all contractual and financial arrangements.

The Code of Practice requires schools to effectively manage and monitor education agents they have contracted to represent them. Schools must ensure that these education agents:

* provide international learners with reliable information and advice about studying, working, and living in New Zealand
* act with integrity and professionalism towards prospective international learners
* do not breach the law or jeopardise school compliance with the Code.

The international student director is responsible for recruiting, managing, and monitoring agents to ensure the correct procedures are followed. The principal has ultimate responsibility for this procedure and will oversee this policy.

We also follow NZQA recommendations to manage risk .

Contracting education agents

When contracting a new education agent, we exercise due diligence in checking the agent is legitimate and effective. We:

* request a company or agency profile
* carry out careful reference checking to gain information about their experience, conduct, and reputation (references may be sought from other signatories, international learner families, other commercial partners, New Zealand government agencies, and personal referees)
* conduct an interview (where possible), asking about their training, experience, and scope of operations
* ensure that agents have good communication skills.

Written contracts

We have a written contract with each education agent we use. Regular review and renewal of agent contracts helps us develop a trusted partnership with agents, address any problems as they arise, or discontinue a contract if necessary. When reviewing a contract, we seek an assurance from the agent that their conduct remains ethical, and does not jeopardise our compliance with the Code.

We review and renew agent contracts as a new application from an agent comes in. We also update agent contracts to the latest SIEBA contract as old contracts expire. We seek legal advice on agent contracts as needed.

Contracts with education agents include:

* expectations of agent behaviour and the roles and responsibilities of the agent and of the school
* the commission, timing, and circumstances for payment
* responsibilities for communicating with parents and legal guardians
* declarations of potential conflicts of interest and adherence to ethical standards and obligations under the Code
* requests for key information
* procedures for monitoring agent performance
* conditions for terminating the contract.

Contracts with an education agent must be terminated if there is evidence which, on balance of probabilities, shows that the agent:

* has been involved in any serious, deliberate, or ongoing conduct that is false, misleading, deceptive, or in breach of the law, or
* has jeopardised the signatory’s compliance with the code.

Code 59.d.i

Supporting and monitoring education agents

We support our education agents by meeting with them when overseas. This ensures that they have complete and accurate information about studying in New Zealand and at our school.

We monitor the behaviour of agents to check whether they:

* are meeting their obligations as outlined in their contract
* are providing international learners with reliable information and advice
* have acted with integrity and professionalism
* have engaged in activity which may be in breach of the Code or the law

We monitor the behaviour of agents by seeking feedback through our marketing and recruitment surveys for parents/guardians/caregivers, students, and agents (translated into different languages).

Addressing concerns

We have clear procedures for addressing concerns about agent performance and/or conduct, and for terminating the contract if necessary.

If we have concerns (e.g. a complaint about an education agent we work with or evidence of misconduct), we take appropriate action to mitigate risk to our international learners. Depending on the nature of the concern and of any evidence, we may:

* request more information
* issue a formal warning letter
* conduct an investigation
* outline corrective measures for the agent to action
* set a probation period
* offer more training.

If termination is required by the Code or in follow up to any of the actions above, we may seek legal or other professional advice before notifying the agent.

Legislation <http://www.legislation.govt.nz/>

Immigration Advisers Licensing Act 2007

Resources

London Statement of Principles (New Zealand is a signatory to these principles)

Immigration Advisers Authority: Who needs a licence?

NZQA l Mana Tohu Matauranga o Aotearoa: Education agents for schools

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587)

## Offers, Enrolment, Contract, and Insurance

This Offers, Enrolment, Contract, and Insurance section outlines how Cambridge High School meets the requirements of Code Outcome 15.

Cambridge High School ensures that we meet Code requirements when we enrol international learners, by following our policies and procedures for:

* international enrolment (on page 424)
* international offers (on page 427)
* international learner insurance (on page 429)
* international learner fees (see "[International Student Fees](#O_24739)" on page 429) (including fee protection and refunds (see "[International Learner Fee Protection and Refunds](#O_15118)" on page 461)).

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578)

### International Enrolment

This policy outlines how Cambridge High School meets the requirements of Code Outcome 15, clauses 62–64.

As required by the Code of Practice, we provide international learners and their families with information to help them make an informed decision to enrol at our school, and we ensure the enrolment contract is fair and reasonable.

Pre-enrolment

Pre-enrolment information may be provided in a variety of ways. See Marketing and Promotion (on page 420).

Before enrolling an international learner, we assess their suitability for our school and their proposed living situation. See International Offers (on page 427).

As required by the Code, we ensure the following information, as a minimum, is provided to the parents of international learners before entering an enrolment contract:

* the most recent results of evaluations by education quality assurance agencies
* compliance notice disclosure (if applicable)
* the education provided and its outcome (such as a qualification, if applicable)
* refund conditions (see "[International Learner Fee Protection and Refunds](#O_15118)" on page 461)
* staffing, facilities, and resources (e.g. International Safety and Wellbeing (on page 438), International Learners at Risk or with Additional Needs (on page 452))
* available services and support (see "[International Learner Support, Advice, and Services](#O_46688)" on page 457)
* insurance (see "[International Learner Insurance](#O_14853)" on page 429) and visa (see "[Immigration Matters](#O_14835)" on page 433) requirements
* the Code of Practice and the dispute resolution scheme (see "[Compliance with International Learner Contract Dispute Resolution Scheme](#O_12600)" on page 466)
* full costs of the offer of place (see "[International Offers](#O_14851)" on page 427)
* the learner's rights and obligations in relation to their schooling.

Enrolment

At enrolment, we send an invoice and an offer of place (see "[International Offers](#O_14851)" on page 427) and collect all necessary information and documentation from learners and their parents/caregivers to ensure that we can appropriately support the learner and meet Code requirements.

Enrolment tasks include:

* checking insurance (see "[International Learner Insurance](#O_14853)" on page 429), passport, and visa (see "[Immigration Matters](#O_14835)" on page 433) and taking copies of these for filing
* checking the enrolment contract is complete (and signed)
* receiving and receipting the full fee (see "[International Student Fees](#O_24739)" on page 429) amount or deposit
* enrolling the learner and updating ENROL with the learner's information
* arranging class placement, orientation (see "[International Orientation](#O_14836)" on page 435), and support, and informing the learner and their parents/caregivers about these.

Also see International Learner Personal Information (on page 473).

Enrolment contract

The Code of Practice requires a signed written contract of enrolment between the school and an international learner's parents or legal guardians (if the learner is under 18 years). Signed contracts will be in English. A copy of the contract may be offered in the international learner's first language to help learners and their families to fully understand their rights and obligations.

The Code of Practice (clause 2.1) defines "contract of enrolment between international learners and signatories" as:

a) in relation to a signatory that is a State school, has the same meaning as contract of enrolment in section 10(1) of the Act; or

b) in relation to other signatories, means a written contract that is entered into between an international learner (or the learner's parent or legal guardian, if the learner is under 18 years) and the signatory that entitles the learner to receive educational instruction provided by that signatory.

Note: The Education and Training Act 2020 10(1) states: "contract of enrolment, in relation to an international student, means a written contract entered into between the student (or a parent of the student if the student is under the age of 18 years) and the board of a State school that entitles the student to receive tuition at the school".

The Code specifies that the enrolment contract must be fair and reasonable and include:

The Code Guidelines state that "A fair and reasonable contract of enrolment considers what is fair and reasonable to both parties. It has all necessary details upfront so there are no surprises. It allows for a considered common-sense and case-by-case approach to be taken to its interpretation and application" (p.24).

* clear information about the beginning and end dates of enrolment (which align with the signatory's pastoral care responsibilities)
* conditions for terminating the contract of enrolment
* the circumstances under which the learner's conduct would be in breach of the contract (including behaviour when the learner is not under the supervision of the school)
* the types of disciplinary actions (see "[Behaviour Expectations and Disciplinary Actions for International Learners](#O_27578)" on page 449) the school may take against the learner (other than termination of contract of enrolment) and the processes the school follows when taking such actions
* the processes the school follows when seeking to terminate (see "[Managing Withdrawal and Closure](#O_14837)" on page 460) the contract of enrolment.

The disciplinary actions and enrolment termination processes for international learners may be different from the rules for domestic students. We note where there are any differences. Our disciplinary actions and termination processes are always in accordance with the principles of natural justice.

Working according to natural justice ensures the prompt, considered, and fair resolution of matters (Code Outcome 15, clause 64). It means:

* making unbiased decisions based on all of the facts, in context, and making allowance for individual circumstances
* keeping adequate records about decisions (i.e. records that are clear, complete, and outline actions, reasons, and conclusions)
* providing adequate notice and an opportunity to be heard and respond.

Based on the recommendation of the Code Guidelines, our definition of natural justice comes from the Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions

The contract may also include the following as appropriate:

* key conditions of enrolment
* authorisation processes for occasions when the parent or legal guardian's authorisation cannot be obtained
* the parent's obligation to keep the school informed of their up-to-date contact details (home country/New Zealand)
* any accommodation (on page 442) requirements, limitations, or agreements (e.g. a designated caregiver agreement)
* attendance (see "[International Learner Attendance](#O_12634)" on page 440) policy and absence procedures and expectations (including holiday information)
* an outline of the orientation (see "[International Orientation](#O_14836)" on page 435) programme
* the school fee protection and refunds (see "[International Learner Fee Protection and Refunds](#O_15118)" on page 461) policy
* the school concerns and complaints (see "[Dealing with Grievances](#O_14838)" on page 464) procedures
* information about withdrawal procedures (see "[Managing Withdrawal and Closure](#O_14837)" on page 460)
* declaration of medical or learning needs (see "[International Learners at Risk or with Additional Needs](#O_31013)" on page 452)
* guidelines about possible supports and outcomes if learners are (or become) at risk and have (or develop) additional learning needs (see "[International Learners at Risk or with Additional Needs](#O_31013)" on page 452).

See our school's International Student Application Form and Contract of Enrolment .

Resources

NZQA l Mana Tohu Matauranga o Aotearoa: International School Learner Profile

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### International Offers

This policy outlines how Cambridge High School meets the requirements of Code Outcome 15, Part 7, clauses 60.e. and 61.

Ensuring our school is the right fit for a prospective international learner

An offer of place is based on an assessment of whether the teaching programme is appropriate for the learner's expectations, English language proficiency, and academic capability. In the case of older learners, we also consider their career intentions. The outcome of this assessment is recorded in the learner's file, and by making an offer of place the school confirms "that they have assessed and are satisfied that the programme offered is appropriate for the student's expectations, and that the student has the English language proficiency and academic capability to succeed in that programme" – see Immigration New Zealand .

Our assessment of whether an offer of place should be made may include:

* interviewing learners and their parents, as appropriate (in person or by video call, etc)
* asking questions on the application/enrolment form
* other information received through the enrolment process (see "[International Enrolment](#O_12597)" on page 424)
* testing and assessment in relevant skill areas
* assessing English language proficiency (e.g. through academic transcript, test/exam results, verified school reports, or references)
* checking the learner's academic record and attendance at other New Zealand schools (if relevant).

Our school assesses English language proficiency and capability by asking prospective students to supply their last academic report and to write a letter in English to accompany their application. Recruitment agents can also give an indication of the student's proficiency in English.

We emphasise to prospective international learners and their parents the importance of full disclosure to ensure the learner receives appropriate care. This includes health information. Non-disclosure can affect insurance (see "[International Learner Insurance](#O_14853)" on page 429).

We will advise learners, as appropriate, in writing:

* if they will be required to take tests on arrival in New Zealand
* of the standard that must be achieved through testing in New Zealand
* if course placement, or placement at a particular level, is dependent on that testing
* of the repercussions if they do not reach the required standard.

Providing information to international learners to support their decision to enrol

We provide international learners and their families with information to help them make an informed decision to enrol at our school.

See Marketing and Promotion (on page 420) and International Enrolment (on page 424).

Making an offer of place

An offer of place is sent to a learner and their family, or their agent, to support their visa application for Immigration New Zealand. Fees may be paid before of after this, depending on requirements.

Immigration New Zealand states that an offer of place must be signed and dated by a representative of the school and must include:

* education provider details
* student information
* length of study and other education details (e.g. student's start date, year level)
* fee payment details
* accommodation requirements
* confirmation that the programme offered is appropriate for the student.

Also see Immigration Matters (on page 433).

Resources

Immigration New Zealand: Making an offer of place

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587)

### International Student Fees

See the Code, Part 7, Outcome 15, clause 62.i.

See our school's website for international fee information (click on 'Important information' at the top to access the fees document or click on 'Which country are you from?' to read about fees in different languages).

Also see Fee Protection and Refund (see "[International Learner Fee Protection and Refunds](#O_15118)" on page 461)

Resources

Ministry of Education – International student levy

### International Learner Insurance

This policy outlines how Cambridge High School meets the requirements of Code Outcome 15, clauses 62.1.g and 65.

It is important that international learners get the right advice about insurance and have insurance in place to protect them against significant financial costs arising from any incidents. We provide learners and their families with information about insurance requirements before entering into a contract.

* International school learners should purchase insurance before they leave their home country.
* If the insurance is provided by a New Zealand company, policy details should be provided in the learner’s first language where possible.
* If the insurance is provided by a company in the learner's home country, policy details should be provided to the school in English. If an English version is not provided, the parents can be asked to declare in writing that the insurance meets Code requirements.

Our international office administrator is responsible for ensuring that international students have all required insurance documentation (as listed under "Appropriate insurance" below).

Appropriate insurance

The Code of Practice specifies that signatories, as far as practicable, must ensure that all international learners enrolled for two weeks or longer must have appropriate insurance that covers travel and health. Assessment of insurance cover forms part of the offer of place (see "[International Offers](#O_14851)" on page 427) process and is clearly communicated to learners and their parents/guardians.Also see Why is health insurance required?

International health insurance is required because most international learners are not entitled to publicly funded health services while in New Zealand so may be liable for the full costs of any treatment. For information about entitlements to publicly funded health services, see the Ministry of Health's Guide to eligibility .

The Accident Compensation Corporation (ACC) provides accident insurance for all New Zealand citizens, residents, and temporary visitors to New Zealand, but international students may still be liable for all other medical and related costs. For more information, see Am I Covered? (ACC) .

ACC does not provide accident cover if accidents occur overseas, so international learners taking holidays out of New Zealand during their study must be covered by their private insurance policy.

Our insurance health considerations ensure we meet the requirements of the Code Outcome 15, clause 65.1.b-d.

Insurance must cover:

* medical care in New Zealand (including diagnosis, prescription, surgery, and hospitalisation)
* repatriation or expatriation of the international learner as a result of serious illness or injury (including travel costs incurred by family members assisting)
* death of the learner, including cover of:

travel costs of family members to and from New Zealand

costs of repatriation or expatriation of the body

funeral expenses.

Our insurance travel considerations ensure we meet the requirements of Code Outcome 15, clauses 65.1. and 65.2–3.

We ensure, as far as practicable, that learner insurance covers travel:

* to and from New Zealand and their country of origin/citizenship
* within New Zealand
* outside New Zealand (if part of the educational instruction).

If travel occurs outside the enrolment period (as defined by the enrolment contract), we ensure that the travel is covered by Code-appropriate insurance as far as practicable. If this is not possible, we document the steps we have taken to ensure appropriate insurance and explain at what point it becomes impracticable and why.

Travel to other countries during the enrolment period (e.g. for a holiday) is outside our responsibility, unless for the purpose of connecting flights.

Checking that insurance is appropriate

In addition to checking that learner insurance meets the minimum requirements as specified in the Code, we:

* ask if the learner has any pre-existing conditions
* take steps to check if an additional premium can and should be paid if a pre-existing condition is disclosed
* advise learners (and their parents/guardians) of the limitations of their policy
* make learners (and their parents/guardians) aware that they will be responsible for any costs not covered by insurance.

Exclusions

A learner with an exclusion on their medical insurance for a pre-existing condition may be enrolled at our discretion. In making this decision, we assess whether the learner will be adequately supported and able to study. If we decide to enrol the learner, we ensure that:

* the learner and their parents/legal guardians are made aware they must cover any costs arising from the excluded condition
* the learning programme is appropriate for the learner
* the parents/legal guardian have provided written agreement about any decisions affecting the learner
* the school still meets the standard Code requirements for international learners, including taking all reasonable steps to protect learner safety and wellbeing.

Also see International Learners at Risk or with Additional Needs (on page 452).

Recording and monitoring policy details

We take a copy of each international learner's insurance policies (thus retaining a record of the insurer's name, the policy number, and the policy start and end dates) and keep this in the learner's file (see "[International Learner Personal Information](#O_14088)" on page 473). For each learner, Cambridge High School monitors the expiry date of insurance policies, and issues a reminder advising that policy renewal must be completed.

Resources

NZQA l Mana Tohu Matauranga o Aotearoa: Insurance for international learners

Ministry of Health | Manatū Hauora: Guide to eligibility for public health services

ACC: Injuries we cover

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

## Immigration Matters

This policy outlines how Cambridge High School meets the requirements of Code Outcome 16, clauses 67-68.

International school learners coming to study in New Zealand for more than three months require a student visa (or a limited visa for the purpose of study). Study must be the main purpose of the visit. These international learners need to show they have enough money to meet their living costs during their stay.

International learners also need to supply health information as part of their visa application and may be asked to have a chest X-ray or provide other medical certificates depending on their country of origin, where they've been living, and how long they want to stay in New Zealand. For more information, see the New Zealand Government's Health requirements for a student visa .

International learners whose study period is less than three months can enter under a visitor's visa.

It is important that international learners are entitled, in terms of immigration requirements, to undertake their course. Learners need to understand their rights and responsibilities around immigration matters. However, schools cannot give immigration advice. Only licensed immigration agents may give advice about immigration requirements. See Immigration Advisers Authority .

Verifying and monitoring the international learner's entitlement to study in New Zealand

The international office administrator is responsible for keeping up-to-date with immigration requirements for study in New Zealand and ensuring that each international student who enrols at Cambridge High School has the necessary immigration status to study in New Zealand for the duration of their stay.

We have procedures in place for checking and monitoring immigration status and visa expiry.

The main ways of checking an international learner's visa are:

* sighting the visa in the passport (we copy the title page and the visa page of the learner's passport and keep this on file)
* using Immigration New Zealand's VisaView Service for education providers (we print the enquiry results page and keep this on file).

We check that:

* the name of the signatory is on the visa
* the learner is enrolled in the programme that is stated on the visa
* the dates on the visa are current (we record the start and end dates of the visa and passport)
* we have a copy of the learner's insurance (see "[International Learner Insurance](#O_14853)" on page 429) policy.

Visa conditions

A visa (or a limited visa granted for the purpose of study) is subject to conditions, and we report any known or suspected breaches of those conditions to Immigration New Zealand.

As advised by the Code Guidelines, we report breaches to educationproviders@mbie.govt.nz.

Parents living with international learners

Schools need to carry out routine checks to ensure that parents are living with the enrolled international school learner and are still in New Zealand. Our school sights and copies the parent's visa to keep on file. If we learn that a parent/legal guardian has left New Zealand, we inform Immigration New Zealand.

Termination of enrolment

If an international learner's enrolment is terminated, we notify Immigration New Zealand immediately, using the Termination of Enrolment form.

Resources

Immigration New Zealand: Assist Students

Immigration Advisers Authority

Visa View Service

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

## International Orientation

This policy outlines how Cambridge High School meets the requirements of Code Outcome 17, clauses 69–70; Outcome 18, clause 72.c–e; and Outcome 19, clauses 78–79.

Orientation processes are required for long-term and short-term enrolments, including group students. Orientation for international learners (and their parents where relevant) is a key process that begins before a learner arrives, is very important in the first few weeks, and continues throughout the period of enrolment. Ongoing advice and support is provided to learners and their parents.

Orientation programme and information

We ensure that the orientation programme and information provided to learners is relevant to their situation, age-appropriate, and in the learner's own language if necessary. We take care not to overload learners with information. We use a planned approach, repeat key information, and try to make sure learners understand the information they receive.

We regularly review our orientation programme and information and update them as needed to ensure we are providing the best possible orientation for our international learners.

Our orientation programme provides each international learner with information about:

* our school and school policies as relevant to their time with us
* the services, support, and facilities (see "[International Learner Support, Advice, and Services](#O_46688)" on page 457) offered at our school and, if appropriate, in the wider community
* the names and contact details of any staff members responsible for international learner support (see "[International Safety and Wellbeing](#O_12598)" on page 438)
* health and safety (see below)
* behaviour expectations (see "[Behaviour Expectations and Disciplinary Actions for International Learners](#O_27578)" on page 449)
* concerns and complaints (see "[Dealing with Grievances](#O_14838)" on page 464) procedures (internal and external)
* terminating enrolment (see "[Managing Withdrawal and Closure](#O_14837)" on page 460)
* learner rights and entitlements, including any entitlement to a fee refund (see "[International Learner Fee Protection and Refunds](#O_15118)" on page 461) if the learner withdraws voluntarily.

Health and safety information

International learners are given age-appropriate health and safety information, which includes:

* how to report and address health and safety problems
* what to do in an emergency (e.g. ringing 111, following school emergency procedures)
* available health, welfare, and support services (e.g. counselling (see "[Counselling for International Learners](#O_12246)" on page 458)), and how to access these
* how to engage with relevant government agencies if necessary.

We give international learners health and safety, and services information during their induction, using an orientation video. Our buddy programme also provides learners with buddies who help with orientation.

Additional health and safety information may include:

* what to do about issues of harassment and/or discrimination, including bullying (on page 274)
* guidelines around New Zealand culture, culture shock, and how to access available cultural support (see "[Cultural Support for International Students](#O_14999)" on page 458)
* New Zealand laws (e.g. the sale of alcohol and tobacco)
* road safety (e.g. pedestrian and cycling information)
* water safety
* personal safety.

Related topics

Offers, Enrolment, Contract, and Insurance (on page 424)

International Safety and Wellbeing (on page 438)

International Learner Support, Advice, and Services (on page 457)

Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464)

Resources

Immigration New Zealand l Te Ratonga Manene: Live and Work New Zealand

NZQA l Mana Tohu Matauranga o Aotearoa: Communications toolkit

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### International Learner Orientation Schedule

This procedure outlines how we meet the requirements of Code Outcome 17.

Enrolment orientation

* An initial orientation will be done with the prospective international learner and their parents before or during the enrolment interview.

First-day support

* On the international learner's first day, they will be met by the principal and shown to the classroom. All international learners are mainstreamed immediately upon arrival, with a small group withdrawn for further orientation, English testing, and teaching as required.
* The classroom teacher is responsible for ensuring the new international learner has a buddy group consisting of two or more other students whose role is to help the new learner with daily routines, timetables, and activities during the breaks. The teacher also ensures that the learner knows where to find the toilets, sick bay, etc.

First few weeks

* The ESOL teacher continues to monitor international learners during the first few weeks while they settle into the class and the school.
* The classroom teacher is also available to support the learner and the parents/caregivers.

Ongoing support

* Once the initial period is over, the ESOL teacher continues to monitor the international learner's progress through informal meetings, ESOL teaching times, and (where necessary) formal meetings with the learner, the classroom teacher, and the parents/caregivers.
* Translators are available if necessary. A translator may be another learner or an adult, depending upon the situation and the requirements.
* We emphasise to international learners and parents/caregivers that they can talk with the classroom teacher, or the ESOL teacher, to discuss any queries or concerns at any time.

Also see Safety and Wellbeing (see "[International Safety and Wellbeing](#O_12598)" on page 438) and Cultural Support for International Learners (see "[Cultural Support for International Students](#O_14999)" on page 458).

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### International Parents/Caregivers Orientation

This policy outlines how Cambridge High School meets the requirements of Code Outcome 17, clause 70.2.

We ensure parents/guardians and (if relevant) residential caregivers have access to the orientation information or programme provided to learners.

We also ensure that parents/guardians and any residential caregivers are informed of:

* what is expected of their learner at school (e.g. attendance, achievement, behaviour)
* how the school operates (e.g. school hours, term dates, communication between school and home)
* what support is available.

Further orientation

Although it is not required by the Code, Cambridge High School may provide further orientation information for parents/caregivers if they are going to be living in New Zealand with the international school learner. This helps to ensure that parents/caregivers of international learners are able to make informed choices and access support while living here. The orientation information may include:

* daily living routines
* living costs and budget advice
* banking information (e.g. how to open a bank account)
* transport (e.g. car licensing and driving)
* climate and clothing
* surrounding rural or urban environment
* information about cultural, recreational, and sporting activities
* water and sun safety
* earthquakes and natural disasters.

Related topics

Marketing and Promotion (on page 420)

International Enrolment (on page 424)

International Learner Attendance (on page 440)

Behaviour Expectations and Disciplinary Actions (see "[Behaviour Expectations and Disciplinary Actions for International Learners](#O_27578)" on page 449)

International Safety and Wellbeing (on page 438)

International Learner Support, Advice, and Services (on page 457)

Managing Withdrawal and Closure (on page 460)

Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464)

Quick Links for Parents (on page 18)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

## International Safety and Wellbeing

This International Safety and Wellbeing section outlines how Cambridge High School meets the requirements of Code Outcome 18.

International learner support

The Code requires that schools designate at least one staff member to proactively monitor and address any concerns about international school learners under 18 years. We consider how many support staff are needed based on the number of international learners enrolled.

At Cambridge High School, the international student director (Craig Fuller) oversees the care of international learners and proactively monitors and addresses any concerns. International students can also receive or seek help from the rest of the school's international team, their form and classroom teachers, school counsellors and deans, agent, homestay coordinators and families, their Kiwi buddy, international student office administrator, and our international student ambassadors.

We provide the names and contact details of designated staff members responsible for international learner support at orientation (see "[International Orientation](#O_14836)" on page 435). We ensure back up support is available and that international learners and their families are made aware of the alternative support if needed.

Where possible we seek first language support for international learners, as needed.

Student safety

Cambridge High School ensures, as far as practicable, that international learners study and live (see "[Accommodation](#O_12599)" on page 442) in a safe environment.

Our school has comprehensive health, safety, and welfare (see "[Health, Safety, and Welfare Policy](#O_13393)" on page 181) policies that also apply to international learners.

We inform international learners about health and safety issues, and how to access health and support services, through our international orientation (on page 435).

Monitoring and addressing concerns

We keep up-to-date contact details for the learner, their next of kin, parents/legal guardians, and any residential caregivers. We maintain effective communications with parents/legal guardians, and any residential caregivers concerning the international learner's wellbeing and progress in study.

We encourage international school learners to address concerns early before they turn into bigger problems. We let them know they can ask a support person to help them talk about their problem and discuss their concerns with the teacher involved. If a learner doesn't want to talk to a particular teacher or is unhappy about the outcome of discussing the matter, we follow the school's international concerns and complaints (see "[Dealing with Grievances](#O_14838)" on page 464) procedures.

When concerns are raised about inappropriate behaviour by, or impacting on, an international school learner, we follow our general and international behaviour management policies.

Emergency school contact

As required under the Code, Cambridge High School ensures that at all times there is at least one staff member available to be contacted by an international learner in an emergency. International learners and their families are given an emergency contact number for such situations and advised of what circumstances are appropriate for using the number. International learners are given the emergency contact number on their first day at school on the homestay coordinator's business card.

Responding to emergencies

Our school has comprehensive emergency planning policies and procedures (see "[Planning and Preparing for Emergencies, Disasters, and Crises](#O_8846)" on page 203) that also apply to international students. We have crisis management (on page 236) plans, and our international student director is involved with the crisis management team as appropriate in order to convey the needs and circumstances of international learners during a crisis.

We inform international learners about what to do in various emergency situations through our international orientation (on page 435) (e.g. how to dial 111) and offer support during emergencies, as appropriate.

In the event of an accident, emergency, or crisis/critical incident, Cambridge High School takes appropriate action and ensures the parents/guardians of the international learner are contacted as soon as possible by the most appropriate person (e.g. international support person, the principal, education agent, insurance company, or the police).

Related topics

Planning and Preparing for Emergencies, Disasters, and Crises (on page 203)

Crisis Management (on page 236)

Communicating with Parents of International Learners (see "[Communicating with Parents of International Students](#O_31017)" on page 450)

Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464)

International Orientation (on page 435)

Health, Safety, and Welfare Policy (on page 181)

Accommodation (on page 442)

Resources

NZQA l Mana Tohu Matauranga o Aotearoa: Critical incidents and emergencies

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### International Learner Attendance

This policy outlines how Cambridge High School meets the requirements of Code Outcomes 16 and 18.

As with all our students, we take care that international learners are participating in the learning programme. Our expectations and procedures are included in our information for prospective learners and orientation information, and are explained to international learners by the school international student director. If an international learner is failing to attend school, our international student director will meet with them.

We manage the attendance of international learners by:

* making the attendance expectations and requirements (see "[Behaviour Expectations and Disciplinary Actions for International Learners](#O_27578)" on page 449) clear
* letting international learners know:
* how to inform the school of a legitimate absence
* what will happen if they do not meet attendance requirements
* what to do if they will be absent for a longer period of time
* following up if the international learner fails to attend class/school.

We record attendance (see "[Attendance Procedures](#O_17745)" on page 393) in our student management system. Parents/guardians/residential caregivers will be informed of any continued non-attendance.

Absence from school

* In the case of absences, the parent/caregiver must follow the normal school procedures for student attendance (on page 391).
* If the international learner's absence is unexplained, the school will contact the parent/caregiver for an explanation. If the learner has an unacceptable level of absence or is being truant from school, the international student deans and a senior manager will follow up the absence after discussion with the student's form teacher. A meeting may be held and the school will follow the appropriate behaviour management and disciplinary procedures (see "[Behaviour Expectations and Disciplinary Actions for International Learners](#O_27578)" on page 449) for international learners. If this does not resolve the situation, the enrolment will be terminated.
* If the international learner does not attend for more than 20 consecutive school days then the school will, in writing, notify the parents/caregivers that the enrolment has been terminated, and will notify Immigration New Zealand. However, if the parents have previously notified the school in writing that the learner will be absent for a period of time, with the full reason for the absence, the place shall be held, providing all fees have been paid in full, as required.
* If the international learner ceases to attend the school, the school will notify Immigration New Zealand.

Related topics

International Enrolment (on page 424)

Student Attendance (on page 391)

Behaviour Expectations and Disciplinary Actions (see "[Behaviour Expectations and Disciplinary Actions for International Learners](#O_27578)" on page 449)

Managing Withdrawal and Closure (on page 460)

Immigration Matters (on page 433)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541)

### Accommodation

This Accommodation section outlines how Cambridge High School meets the requirements of Code Outcome 18, clauses 71.c, 73–74, and 76–77.

To ensure the safety and wellbeing of international learners under the age of 18, the Code of Practice has several accommodation requirements that signatories must meet.

Code accommodation requirements

International school learners aged 10–17 years must only:

* live with a parent or legal guardian
* be in the care of a residential caregiver (see "[Residential Caregivers](#O_42169)" on page 442)
* be in a group (see "[Group Students](#O_12607)" on page 455) of properly supervised students (whose educational instruction is less than 3 months).

Signatories can specify in their policies any conditions or arrangements they may have for enrolled international learners regarding accommodation.

Living with parents

When a child is living with their parent(s), the school:

* requests proof of legal guardianship (e.g. child's passport and birth certificate, and parents' passports), and seeks legal advice on the authenticity of documents as needed
* checks and records the parents' passport visa/permit dates to ensure that they cover the learner's period of enrolment (if not, the expiry date is noted and parents are required to supply renewal details at the appropriate time)
* maintains contact with parents (e.g. through home visits, parent/teacher evenings)
* monitors the continued presence of parents (e.g. through permission forms, homework, formal parent interviews), and asks teachers to raise any concerns regarding absent parents)
* has processes in place to cover unexpected parental absences
* meets with the international learner to offer support and help address any problems, as required, and keeps records of any meetings in the international learner's file.

Related topics

Communicating with Parents of International Learners (see "[Communicating with Parents of International Students](#O_31017)" on page 450)

Immigration Matters (on page 433)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587)

#### Residential Caregivers

This policy outlines how Cambridge High School meets the requirements of the Code Part 2, clause 5; and Part 7, Outcome 18, clauses 70.2, 73-74, and 76-77.

International learners aged 10–17 years may live in the care of a residential caregiver if certain conditions, specified in the Code of Practice, are met.

A residential caregiver is a homestay carer, licensed hostel manager or other person responsible for the care of international learners in a licensed hostel, designated caregiver, or a supervisor responsible for the care of international learners in temporary accommodation.

* A homestay (see "[Homestays](#O_12640)" on page 444) is accommodation provided to an international learner by a family. A homestay may accommodate up to four international learners.
* A licensed hostel means a school hostel that is licensed under the Education (Hostels) Regulations 2005.
* A designated caregiver (see "[Designated Caregivers](#O_12633)" on page 445) means a relative or close family friend designated in writing by a parent or legal guardian of an international learner under 18 years as the caregiver and accommodation provider for that learner.
* A temporary supervisor means a person who is travelling with, and accompanying, an international school learner for the purpose of supervising them during their educational instruction and who is responsible for the care of international learners in temporary accommodation.

Cambridge High School obligations

Cambridge High School is required to meet a number of obligations under the Code when international learners are in the care of a residential caregiver.

Accommodation

When international learners are in the care of a residential caregiver, we:

* ensure their accommodation is safe, in acceptable condition, and meets all regulatory and legislative requirements
* have a written agreement with the residential caregiver outlining the roles and responsibilities of the school and the caregiver, and any other necessary details

If the residential caregiver is a designated caregiver or temporary supervisor, our school ensures that the parent/legal guardian of the learner has provided written agreement that the school is not responsible for the learner's day-to-day care when the learner is in the custody of the caregiver. (Code 76.1.g–h)

* address accommodation issues as required
* conduct accommodation and welfare interviews and home visits (as appropriate) to monitor and review the quality of residential care

See Accommodation (on page 442), Residential Caregiver Safety Checking (on page 445), and Accommodation and Welfare interviews (on page 448)

Communication and support

When international learners are in the care of a residential caregiver, we:

* keep up-to-date contact details for the learner's parents/legal guardians, and residential caregiver/s
* maintain effective communications with the learner's parents/legal guardians, and residential caregivers concerning their wellbeing and progress in study
* ensure that at least one staff member is designated to proactively monitor and address any concerns about the learner
* provide the parents/guardian and the residential caregiver with access to the orientation information/programme for the learner

See Communicating with Parents of International Learners (see "[Communicating with Parents of International Students](#O_31017)" on page 450)

Transfer of care

When international learners are in the care of a residential caregiver, we ensure a plan is in place for the transfer of care of a learner from the residential caregiver to a person approved by the parents/legal guardians as needed. A plan must be in place whenever there is a change of care during enrolment, and when the learner's enrolment ends.

Transfer of care requirements only apply to international learners between 10 and 18 years in the care of a residential caregiver. Transfer of care includes a clear understanding of who is responsible for the learner at what stages and covers any travel arrangements, including holidays.

At Cambridge High School the international student director is responsible for creating transfer plans and notifying the parent/legal guardian of each plan. If the international student director is on leave or unavailable, this responsibility defaults to a designated back up person. international student directorinternational student director

Residential caregiver obligations

Cambridge High School expects residential caregivers to:

* keep their contact information up-to-date
* follow school guidelines for regular communication about the wellbeing and progress of the learner, and emergencies.

See International Safety and Wellbeing (on page 438) and International Learner Attendance (on page 440)

Also see our CHS International Student Policy for Managing the Vaccination Status of Residential Caregivers and International Students .

##### Homestays

This policy outlines how Cambridge High School meets the requirements of Part 2, clause 5.1, and Part 7, Outcome 18, clauses 73-74 and 76-77 of the Code.

A homestay is accommodation provided to an international learner by a family. A homestay may accommodate up to four international learners.

Support for homestay caregivers

Cambridge High School supports homestay caregivers by:

* providing a profile of their international learner
* providing cross-cultural information for homestay families
* providing written information about international learners and host family responsibilities
* providing information about what to do in an emergency
* providing information about what to do if the learner has ongoing homesickness or behavioural problems.

We also emphasise the importance of the international learner having regular contact with their parents. This is especially important for young international learners.

Related topics

Residential Caregivers (on page 442) (for information about our school's obligations when an international learner lives in a homestay situation)

Accommodation and Welfare Interviews (on page 448) (for how we monitor an international learner's living situation)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541)

##### Designated Caregivers

This policy outlines how Cambridge High School meets the requirements of Part 2, clause 5.1, and Part 7, Outcome 18, clauses 73-74 and 76-77 of the Code.

A designated caregiver is a residential caregiver who is a relative or close family friend designated in writing by a parent or legal guardian of an international learner aged 10–17 years as the caregiver and accommodation provider for that learner.

In this situation, the parent or guardian of the international learner signs a written agreement stating that:

* the designated caregiver is subject to the approval of the school
* they have selected the designated caregiver to provide accommodation and pastoral care for their child
* the school is not responsible for the international learner's day-to-day care when the learner is in the custody of the designated caregiver.

Schools are responsible for ensuring the safety, health, and wellbeing of international learners living with designated caregivers, so must undertake a safety and risk assessment (see "[Residential Caregiver Safety Checking](#O_33289)" on page 445) of the designated caregivers and check learner wellbeing through accommodation and welfare interviews (on page 448).

Related topics

Residential Caregivers (on page 442) (information about our school's obligations when an international learner lives with a residential caregiver)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

##### Residential Caregiver Safety Checking

This policy outlines how Cambridge High School meets the requirements of Code Outcome 18, clauses 76-77.

The Code requires Cambridge High School to ensure that a safety check has been completed and is up-to-date for all residential caregivers of international learners under the age of 18.

Our international student director is responsible for the initial and ongoing safety checking and risk assessment of residential caregivers.

Initial checking

Cambridge High School ensures that international learners are placed in suitable, high-quality accommodation that provides a safe and supportive home life. We ensure the suitability of caregivers and accommodation by:

* visiting the accommodation and determining that the living conditions are acceptable
* interviewing the caregiver to assess if they will provide a safe physical and emotional environment for the learner
* meeting with other people living at the address
* ensuring there will be appropriate separation of international learners from others of different ages at the address
* confirming the caregiver's identity, e.g. sighting passport or driver licence
* checking at least one of the following references:
* the current or previous employer, professional body, or registration authority of the residential caregiver
* the licensing authority relevant to the residential caregiver's profession
* a character referee who is not related to the residential caregiver
* carrying out a police vet (see "[Police Vetting for Non-Teachers](#O_5711)" on page 147) for all adults over the age of 18 years who reside at the address

This includes those who:

* temporarily reside at the address
* may reside there for one or more periods in any month, lasting at least 5 or more consecutive nights.
* having the caregiver sign a written agreement
* determining that it is not a boarding establishment (except in the case of licensed hostels)
* completing a risk assessment based on the above to determine if the caregiver poses a risk to the safety of the learner.

Information obtained during the safety checking process is confidential. The school's privacy (on page 396) policies apply.

Exceptions

The only exceptions for safety checking are residential caregivers who are:

* responsible for the care of international learners in temporary accommodation AND
* not residents of New Zealand AND
* are travelling with, and accompanying the international learner for the purpose of supervising them during their educational instruction.

The identity of residential caregivers must always be confirmed. However, in these circumstances, in lieu of the other safety checks and risk assessments the school has a written agreement with the parent/legal guardian that these residential caregivers are responsible for day-to-day care.

Ongoing safety checking

* The school meets with any international learner who is in the care of a residential caregiver on a regular, planned basis to monitor the suitability of the accommodation, and also meets with the residential caregiver, which may be a home visit (see Accommodation and Welfare Interviews (on page 448)). Caregivers are advised in advance of a visit taking place.
* Initial safety checks (as listed in the bullet points above) for all people over the age of 18 years at the residential caregiver's accommodation are kept up to date (completed every three years).
* We ensure some visits take place when the international learner is present to assess the interactions between the learner and caregiver.
* We keep records of visits, including copies of interview sheets and safety checks.

Accommodation issues

If accommodation issues arise, Cambridge High School investigates concerns and acts promptly to resolve issues.

Accommodation issues may take a range of forms, including issues of health and wellbeing arising from or connected with accommodation.

Code Outcome 18, clause 76.6

If a learner must be immediately removed from their accommodation due to concerns about their safety or wellbeing, the school:

* places the learner temporarily with another residential caregiver already safety checked by the school
* reports their concerns to the relevant authorities
* informs the parents/guardians, and gives them regular updates until the situation is resolved
* finds a suitable residential caregiver for the learner as soon as possible.

Also see Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464).

Resources

Ministry of Education: Safety checks and appropriate checks

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578)

##### Accommodation and Welfare Interviews

This policy outlines how Cambridge High School meets the requirements of Part 2, clause 5.1; and Part 7, Outcome 18, clauses 73-74 and 76-77 of the Code.

International Learners

We interview all international learners living with a residential caregiver (homestay, licensed hostel, or designated caregiver) to check that they are safe, their accommodation is still appropriate, and that their academic, social, and emotional needs are being met. Student interviews will be conducted once a term by the homestay coordinator.

To interview international learners we:

* arrange for a face-to-face meeting with the learner, in a private comfortable environment where they can relax and talk openly
* give the learner advance notice of the meeting – reassure them that nothing is wrong, and the meeting is just to make sure they are happy and being well taken care of
* ask open-ended questions and allow learners to freely describe the reality of their living situation

Questions cover:

* the student's living situation
* activities they do with their residential caregiver
* any issues that have arisen out of their living situation.
* repeat some questions if needed as the learner becomes more comfortable
* keep a record of the questions and learner's answers in the learner file.

Residential caregivers

We interview all residential caregivers to check that international learners are being well cared for and appropriately supervised. Caregiver interviews will be conducted at least once a term by the homestay coordinator. The interviewer records the caregiver's answers to questions about how the learner is getting on in their home. The interview may be accompanied by a home visit.

A home visit will check for:

* standard of bathrooms and other facilities
* level of safety and security (including smoke alarms)
* standard of cleanliness
* temperature and heating
* appropriate bedroom furniture
* appropriate linen and bedding
* study facilities
* provisions for emergencies, e.g. first aid and civil defence supplies
* number and age of other people living in the house
* appropriate separation of international learners from others of different ages in the house.

Interview follow-up

Problems discovered during an interview with learners or their residential caregivers are referred to the appropriate person. Serious concerns are followed up immediately. See Accommodation issues in Residential Caregiver Safety Checking (on page 445).

Record keeping

The international learner file (see "[International Learner Personal Information](#O_14088)" on page 473) contains a record of interviews, as well as:

* the learner's address and how many learners are accommodated there
* a record of accommodation interviews (as required).

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578)

### Behaviour Expectations and Disciplinary Actions for International Learners

This policy outlines how Cambridge High School meets the requirements of Code Outcome 15, clauses 63–64; and Outcome 18, clauses 72.a-b.

International learners are expected to abide by the laws of New Zealand and follow the school rules.

We inform learners about the behaviour expectations at our school as part of our orientation (see "[International Orientation](#O_14836)" on page 435) processes. Staff are also made aware of any special requirements for international learners. All school staff know to contact the school's international learner support (see "[International Safety and Wellbeing](#O_12598)" on page 438) when concerned about an international learner's behaviour.

The Code requires schools to respond fairly and effectively to instances of inappropriate behaviour involving international learners. Staff and learners are made familiar with behaviour management (on page 272) policies and these are implemented effectively.

As international learners are not covered by the sections of the Education and Training Act 2020 which relate to disciplinary action, the school's international enrolment (on page 424) contract outlines the school's conditions of enrolment, and what the school's processes are for discipline and contract termination. The Code requires that enrolment contracts be fair and reasonable and that any disciplinary action or contract termination undertaken by a school must follow the principles of natural justice.

Natural justice means acting fairly in the circumstances – it means treating people with respect; taking into account their knowledge, abilities and culture; ensuring that everyone knows what is happening and what is at stake; and following the rules and considering the purpose and principles behind them (NZSTA ). Working according to natural justice ensures the prompt, considered, and fair resolution of matters (Code Outcome 15, clause 64).

Our school follows the same behaviour management and disciplinary procedures for international students as for domestic students. Any additional or different conditions for international students (such as around accommodation, attendance, or visa requirements) are outlined in the enrolment contract.

Related topics

Behaviour Management (on page 272)

Stand-down, Suspension, and Exclusion Procedures (on page 295)

International Enrolment (on page 424)

International Orientation (on page 435)

International Safety and Wellbeing (on page 438)

Managing Withdrawal and Closure (on page 460)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### Communicating with Parents of International Students

This policy outlines how Cambridge High School meets the requirements of Code Outcome 15, clause 66; and Outcome 18, clause 73.

Our general school processes for Communicating with Parents (on page 13) apply to the parents of international learners. Cambridge High School also meets the Code of Practice requirements for communication.

Communication before enrolment

Before enrolment, we communicate with the parents/legal guardians of international learners to:

* help them make well-informed enrolment decisions
* confirm enrolment details
* discuss any additional needs – see International Learners at Risk or with Additional Needs (on page 452) and International Learner Insurance (on page 429)
* discuss their child's capabilities and aspirations
* discuss how we will communicate (during enrolment and in the event of emergencies)
* discuss how we will inform them of situations where we require written agreement from parents/legal guardians for decisions affecting the learner but are unable to reach them.

Communication may be direct or through an agent, if appropriate.

We ensure that proper documentation is kept and, where appropriate, provided to parents.

See Offers, Enrolment, Contract, and Insurance (on page 424).

Contact details

We keep up-to-date, detailed contact information for all international learners and their next of kin, parents, legal guardians, and residential caregivers. This may include names, addresses, phone numbers, email addresses, passport numbers, national ID numbers, and visa and insurance information, as appropriate.

We collect this information at enrolment and ensure that the information is up to date by checking the details annually. Parents also agree when signing the enrolment contract to take responsibility for notifying us of any changes to their details.

We keep this information securely, online and in hard-copy. It is easily accessible to key staff, who have access to the online files and hard copies.

Orientation

Parents receive orientation information and can request the orientation information provided to learners.

See International Orientation (on page 435).

Ongoing communication

We endeavour to provide all parents/legal guardians of international learners (those living with their child in New Zealand and those living in another country) with full information about the following matters as appropriate:

* general progress (e.g. school reports, newsletters/emails about school events)
* how the learner is settling in
* illness and emergency situations
* concerns and complaints (including absences and non-completion of work).

Where appropriate, we gain the written agreement of the parent or legal guardian in relation to decisions affecting the learner.

We respect international learners' privacy and ensure all our communications comply with the Privacy Act 2020. See Privacy (on page 396).

Communication during emergencies

Cambridge High School has clear communication arrangements with the parents of international learners that can be used in the event of an emergency. This includes having the contact details of an appropriate first language speaker if the parents do not speak English.

Also see Communicating about Injuries and Illness (on page 253) and Planning and Preparing for Emergencies, Disasters, and Crises (on page 203).

Residential care

If the learner is in the care of a residential caregiver, we:

* communicate with parents about the success of the accommodation placement and contact them if there are any issues
* communicate with the residential caregiver about the learner's wellbeing and study progress
* ensure that a plan is in place for the transfer of care whenever there is a change of care during enrolment, and when the learner's enrolment with us ends
* ensure that parents are notified of any transfer plans.

Also see Residential Caregivers (on page 442).

If a young international learner is not living with their parents, we help them maintain regular contact with their parents (such as phone calls, online chat, online video calls), and increased contact as necessary, e.g. if the child is sick, or if something has happened at home. Learners can make their calls in private but a record of contact may be kept to monitor the regularity of contact, and the effect of the contact on the learner's wellbeing. If a learner is reluctant to contact their parents, or is distressed after making contact, or if there are any other problems making contact, the designated person for pastoral care is informed.

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587)

### International Learners at Risk or with Additional Needs

This policy outlines how Cambridge High School meets the requirements of Code Outcome 18, clause 75.

Cambridge High School has effective policies and procedures to ensure the care and protection of students. We take care to identify international learners at risk or with additional needs at the time of enrolment but understand that new needs and issues can arise after a learner is enrolled.

The Code defines a student as at risk if there are "reasonable grounds to believe that there is a serious issue relating to the student's health, safety, or well-being" – for example, if they are "unable to adequately protect themselves against significant harm or exploitation" or "unable to adequately safeguard their personal welfare" (Code 75.2).

A student with additional learning needs includes a disabled learner (a learner with "long-term physical, mental, intellectual, or sensory impairment which, in interaction with various barriers, may hinder their full and effective participation in society on an equal basis with others") and a learner who "experiences other difficulties affecting their ability to participate, learn, and achieve" or who needs "adapted programmes or learning environments, or specialised equipment or materials" for their learning (Code Part 2, clause 5.1, and Part 7, Outcome 18, clause 75.3)

Addressing learner needs and issues

We have appropriate measures in place to address the needs and issues of international learners at risk or with additional needs, including considering the extent to which we can meet their needs before accepting them for enrolment (if needs are pre-existing).

When determining which measures are appropriate, we use the evaluative, evidence-based approach recommended by the Code Guidelines. Our processes may include:

The Code acknowledges that the approach to pastoral care for each international school learner may be different, depending on their age, ability, and individual circumstances. Signatories are required to tailor their approach to each learner to meet the required outcomes of the Code. When determining what pastoral care practices are appropriate for their learners, NZQA expects signatory schools will undertake an effective self-review (see "[International Learners Review](#O_33078)" on page 467) process and:

* work proactively with learners and other stakeholders to understand their needs
* use quality evidence (including both quantitative and qualitative information and feedback from a range of learners and others involved with international learners)
* consider evidence in relation to the Code Outcomes
* make robust, defensible, and documented decisions about what is appropriate and why.

Code Guidelines (p.6–7)

* working with the learner to understand their needs/issues and possible solutions
* using and/or adapting policies, processes, and resources already in place for domestic learners at risk or with additional learning needs (keeping in mind that international learners are not usually eligible for Ministry of Education learning support funding)
* considering the learner's age, history, and existing support network
* our capacity to provide support
* how extra costs and/or external support might be managed
* whether the needs/issues are pre-existing and were disclosed or undisclosed, or whether they develop later
* whether the needs/issues are improving or worsening.

If the learner's needs or issues are such that we cannot put appropriate measures into place to support the learner, deferral or termination of the enrolment contract may be required.

We ensure that appropriate measures are implemented and documented and check the continuing appropriateness of these measures through our ongoing self-review.

Communication and privacy

Staff inform other appropriate staff of concerns and issues and escalate concerns as needed to ensure that no staff member makes decisions in isolation about at-risk learners and learners with additional learning needs. Serious concerns are reported to relevant agencies (e.g. New Zealand Police, Oranga Tamariki, NZQA) as necessary. See Supporting Student Wellbeing (on page 314) and Child Protection (on page 298).

Staff that deal with at-risk learners and those with additional learning needs are supported as needed. See Staff Wellbeing and Safety (on page 333).

As recommended by the Code Guidelines, we balance a learner’s right to privacy with engaging proactively to offer support or connect them to services when needed. We ensure that all communication and documentation about the learner's circumstances complies with the Privacy Act 2020 and the Health Information Privacy Code. See Communicating with Parents of International Learners (see "[Communicating with Parents of International Students](#O_31017)" on page 450) and International Learner Personal Information (on page 473).

As appropriate, we:

* keep parents/legal guardians or the next of kin and residential caregivers informed of any situations where the international learner is at risk or has additional needs
* discuss additional support for the learner with the parents/legal guardians (as appropriate) if the learner needs to be referred to external agencies (e.g. outside counsellors, mental health services, Family Planning).

Related topics

International Enrolment (on page 424)

Inclusive Education (on page 28)

Healthcare (on page 241)

Health Conditions (on page 258)

International Learner Insurance (on page 429)

Managing Withdrawal and Closure (on page 460)

Privacy (on page 396)

Sharing Information (on page 400)

Legislation <http://www.legislation.govt.nz/>

Privacy Act 2020

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578)

### Group Students

Cambridge High School hosts group students.

Group students are:

* 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 3 calendar months on a group visit organised by an education provider.

Group students are enrolled just like other international students, and the same provisions and processes apply, e.g. student insurance, orientation, visa, etc. The parents of each group student receive standard information for international students, as well as information tailored to the group's visit.

The arrangements and conditions for each group visit are set out in an agreement/contract signed by Cambridge High School and the group organiser. The Code requirements are the responsibility of Cambridge High School, except where clearly delegated by written agreement with the third party.

Temporary accommodation for short-stay group students is arranged as needed and meets Code regulations.

Group students at Cambridge High School are overseen by the international student director and their group leader.

Note that the Code of Practice does not apply to students who attend a school for up to 2 weeks without the school receiving money for the visit. See Ministry of Education: International student visitors.

Release history: Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### Staff Training

This policy outlines how Cambridge High School meets the requirements of Code Outcome 18 and Outcome 22.

It is important that all staff directly or indirectly involved with international learners are aware of:

* the existence of the Code of Practice
* the content of the Code of Practice as it relates to their role
* the Dispute Resolution Scheme (DRS) (see "[Compliance with International Learner Contract Dispute Resolution Scheme](#O_12600)" on page 466) rules
* the requirement to undertake an annual review.

Role-appropriate support and training

All school staff are given information about the care of international learners appropriate to their role. This includes information shared in staff meetings, and in reports (e.g. to senior management or the board).

Staff who have regular contact with international learners are given cross-cultural training to develop their competency in, and understanding of, communication and behaviour patterns in another culture. This may include teaching staff and teacher aides, international learner support staff, administration staff, and the principal.

All new staff members who have direct contact with international learners are given support and relevant professional development opportunities so that they become familiar with the Code of Practice, and our policies and procedures for international learners, including our compliance with the dispute resolution scheme (see "[Compliance with International Learner Contract Dispute Resolution Scheme](#O_12600)" on page 466).

Resources

ISANA: International Education Association

Ministry for Ethnic Communities: Intercultural Capability (eLearning)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587)

## International Learner Support, Advice, and Services

This policy outlines how Cambridge High School meets the requirements of Code Outcome 19.

At Cambridge High School, we inform international learners about services available to support their educational outcomes and provide them with relevant advice about services, as needed.

Advice and support services

International learners are aware of the school support (see "[International Safety and Wellbeing](#O_12598)" on page 438) available.

As required by the Code, we have practices in place for providing our international learners and their parents (as appropriate) with accurate, age-appropriate, and up-to-date information about:

* their legal rights and obligations, including (as appropriate) the possible risks of receiving or accepting advice or services
* living in New Zealand, including how to:
* effectively interact with people from different cultural backgrounds
* access available cultural support (see "[Cultural Support for International Students](#O_14999)" on page 458) and community support
* adjust to a different cultural environment
* available health and safety services (as covered in International Orientation (on page 435)) and counselling (see "[Counselling for International Learners](#O_12246)" on page 458) services.

As part of this requirement, we also provide information (as applicable) about:

* education pathways, including pathways for further study or career development
* residency pathways
* minimum wages and labour conditions in New Zealand, and maximum hours of work permitted under visa conditions
* how to access information and support regarding employment and how to report misconduct by employers.

Information and advice is tailored to meet the needs of international learners during enrolment (see "[International Enrolment](#O_12597)" on page 424), orientation (see "[International Orientation](#O_14836)" on page 435), and at other times as needed. Where appropriate, interpreters may be used.

Volunteer interpreters may be used in many situations, such as parent meetings.

For complex situations, a professional interpreter may be used (e.g. involving a contentious or legal issue). Responsibility for the cost of the service will be established and agreed before they are provided.

A representative of the school is always available while interpreting takes place. We try not to use a family member or friend as an interpreter when issues of the student's privacy or confidentiality need to be considered.

Related topics

Marketing and Promotion (on page 420)

International Orientation (on page 435)

International Safety and Wellbeing (on page 438)

Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### Cultural Support for International Students

This policy outlines how Cambridge High School meets the requirements of Code Outcome 19, clause 79.c.

Cambridge High School offers international learners cultural support to help ensure their health, safety, and wellbeing, while keeping them in touch with their culture.

We give our international learners information and advice on how to interact with people from different cultural backgrounds and how to adjust to a different cultural environment in New Zealand. We also make sure they know about the cultural and community support available to them.

We keep a record of cultural support people who speak the learner's first language, and this is discussed with the learner on enrolment and during their orientation. If appropriate, we pair learners together for peer support. Cambridge High School also encourages our international learners' cultures to be acknowledged and integrated into our learning environment.

We involve international learners in school life and show interest in their culture in a range of ways, including:

* classroom discussions
* displaying pictures in the classroom
* greetings or songs in the learner's first language
* observing special cultural days.

Related topics

International Safety and Wellbeing (on page 438)

International Orientation (on page 435)

Inclusive Education (on page 28)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

### Counselling for International Learners

This policy outlines how Cambridge High School meets the requirements of Code Outcome 18, clause 72.c.iii.

Cambridge High School supports international learners to access counselling, if needed.

If an international learner requires counselling, we may:

* explain how counselling works if it is not common in the learner's home country, and assure them there is no shame/negative consequences in seeking available services
* check if the learner's insurance provider will cover counselling services
* emphasise counselling is confidential, unless the learner poses a risk to themselves or others.

We keep a record in the international learner file (see "[International Learner Personal Information](#O_14088)" on page 473) of any information or referrals provided.

Counsellors may provide support by:

* monitoring the international learner's wellbeing
* acting as an intermediary between the school, learner (and parent), and residential caregiver
* passing on any concerns regarding the learner's emotional or physical safety to the appropriate services
* supporting learners in the event of a crisis or emergency.

Related topics

Child Protection (on page 298)

Responding to Student Wellbeing Concerns (on page 316)

International Safety and Wellbeing (on page 438)

International Learners at Risk or with Additional Needs (on page 452)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578)

## Managing Withdrawal and Closure

This policy outlines how Cambridge High School meets the requirements of Code Outcome 20.

There may be circumstances in which an international learner's enrolment ends due to learner withdrawal, or because Cambridge High School:

* terminates the enrolment contract
* is unable to provide the agreed educational programme due to ceasing to be a signatory or permanent school closure.

Cambridge High School has practices in place to ensure that such circumstances are dealt with fairly and reasonably.

Learner withdrawal

International learners must give adequate advance notice of their intention to withdraw from the school. Parents/Guardians must write to the school, giving the date of the final day of attendance and the reason for leaving. Depending on the circumstances, the fee refund (see "[International Learner Fee Protection and Refunds](#O_15118)" on page 461) policy may apply.

When an international learner withdraws, we document:

* their last day of class
* the reason for withdrawing
* whether the learner is being granted a refund
* the date of notifying Immigration New Zealand that the learner has withdrawn.

Terminating the contract of enrolment

Cambridge High School may terminate the contract of enrolment at our discretion if the:

* learner is absent or consistently truant from school (see International Learner Attendance (on page 440))
* enrolment application is found to be inaccurate in any way
* learner's behaviour is unacceptable, and attempts to resolve it using the school behaviour management (on page 272) processes have not succeeded.

As required by the Code, we outline our disciplinary processes and processes for seeking to terminate enrolment in our enrolment contract (see "[International Enrolment](#O_12597)" on page 424) and these processes follow the principles of natural justice. Also see Behaviour Expectations and Disciplinary Actions for International Learners (on page 449).

Working according to natural justice ensures the prompt, considered, and fair resolution of matters (Code Outcome 15, clause 64). It means:

* making unbiased decisions based on all of the facts, in context, and making allowance for individual circumstances
* keeping adequate records about decisions (i.e. records that are clear, complete, and outline actions, reasons, and conclusions)
* providing adequate notice and an opportunity to be heard and respond.

Based on the recommendation of the Code Guidelines, our definition of natural justice comes from the Guidelines for principals and boards of trustees on stand-downs, suspensions, exclusions and expulsions

The school notifies Immigration New Zealand when an international learner's enrolment is terminated. See Immigration Matters (on page 433).

Unable to provide agreed educational programme

In the unlikely event that Cambridge High School is no longer able to provide the agreed educational programme due to ceasing to be a signatory or permanent school closure, our international learner fee protection and refunds (on page 461) policies will apply.

The international learner may agree to transfer to another school, and this will be worked through with the learner and their family on a case-by-case basis.

If the school is closed for onsite learning (e.g. due to pandemic), the agreed educational programme can still be provided through distance learning (on page 24).

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541)

### International Learner Fee Protection and Refunds

This topic outlines how we intend to meet the requirements of Code Outcome 20 in our school-specific fee protection and fee refund policies.

At Cambridge High School we ensure fees are protected once received and that they are correctly receipted so that refunds can be made back to the appropriate party if necessary.

Fee protection

As required by the Code, Part 7, Outcome 20, clause 80, Cambridge High School ensures that the international learner fees (see "[International Student Fees](#O_24739)" on page 429) they receive are secure and protected in case the learner withdraws, the educational instruction ends, or the school closes. Internal procedures help the school monitor income and expenditure to ensure that money is controlled appropriately.

Fees received in advance should only be recognised as income earned by the school as each term commences. A portion of advance fees is transferred to the school's main bank account in instalments. Remaining fees paid in advance are available to be refunded if necessary.

Fee refunds

As required by the Code, Part 7, Outcome 20, clause 81, our refund policy is reasonable and meets legal requirements, including an outline of the refund conditions for the following situations:

* failure by a learner to obtain a study visa
* voluntary withdrawal by a learner
* the school ceasing to provide the agreed educational programme
* the school ceasing to be a signatory to the Code of Practice
* the school ceasing to be an education provider.

If the school ceases to provide the agreed educational programme or ceases to be a signatory to the Code of Practice, Cambridge High School will deal with the fees paid for services not delivered or the unused portion of fees by:

* refunding the amount in question to the learner (or the learner's parent or legal guardian)
* transferring the amount to another signatory as agreed with the learner (as specified in the Code).

The school will always investigate requests for a refund and act fairly.

Fee protection and refund policy

Our fee refund policy is signed as part of the application process.

See our school Fee Protection and Refund Policy .

How to apply for a full or partial refund of fees

To apply for a full or partial refund of fees, a parent (legal guardian) must apply in writing to the board of trustees within one month of the learner's last day at school (or within one month of the learner gaining permanent residency) explaining the special circumstances.

Related topics

International Enrolment (on page 424)

International Learner Fees (see "[International Student Fees](#O_24739)" on page 429)

Managing Withdrawal and Closure (on page 460)

Legislation <http://www.legislation.govt.nz/>

Education and Training Act 2020

Education (Refund Requirements for International Students) Notice 2012

Fair Trading Act 1986

Consumer Guarantees Act 1993

Human Rights Act 1993

Resources

NZQA l Mana Tohu Matauranga o Aotearoa: Fee protection for international learners

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

## Dealing with Grievances

This policy outlines how Cambridge High School meets the requirements of Code Outcome 17, clause 70.1.e; and Outcome 21.

Cambridge High School has transparent, accessible, and effective processes in place to resolve concerns and complaints. See Concerns and Complaints (on page 109).

Learners and their families are given information about the internal and external complaint procedures available to them in the information they receive at orientation. Students are encouraged to bring all problems to the international office and support centre.

If our school uses an agent, we ensure they are also aware of our concerns and complaints procedures and the external complaint procedures available.

Internal complaint procedures

To help international learners cope with problems, we encourage them to address concerns early and let them know they can ask a support person or advocate to help. Our international student support staff are available to support learners and their parents/caregivers with understanding the internal complaint processes. International learners and their parents/caregivers may also choose to seek external supports.

The first step in addressing concerns is to raise a concern informally. This involves discussing the issue with the person involved. If a learner and/or their parents/caregivers don't want to talk to a particular person, or are unhappy with the outcome after discussing the matter, they are referred to the international student director for more support and guidance. See Raising Concerns (on page 111).

If the issue cannot be resolved informally, international learners and/or their parents/caregivers can follow the school formal complaints process. See Making a Formal Complaint or Serious Allegation (see "[Making a Formal Complaint or Serious Allegation INTL](#O_3042)" on page 112).

We keep records of all concerns and complaints raised by international learners and/or their parents/caregivers so that we can continually review and improve our processes. See International Learners Review (on page 467).

External complaint procedures

Complaints can be raised externally if an international learner and/or their parents/legal guardians feel their complaint has not been effectively addressed by the school. The internal procedures for Cambridge High School should be followed first to seek a resolution.

External complaints have two different pathways depending on the type of concern or complaint:

* NZQA handles complaints regarding non-compliance with the Code of Practice
* iStudent Complaints handles financial and contractual disputes.

Code disputes

NZQA (the Code Administrator) is the first point of contact for all concerns and complaints related to breaches of the Code of Practice. NZQA has the authority to apply sanctions to schools where breaches are found to have occurred. Raising a complaint with NZQA will not adversely affect the immigration status of learners.

Learners can get information and advice about their complaint options through NZQA before making a formal complaint.

Financial or contractual disputes

iStudent Complaints is an independent dispute resolution scheme established by the New Zealand Government to settle contractual and financial disputes between international learners and education providers in New Zealand.

If a learner has a contractual or financial dispute, they can contact iStudent Complaints for more information and to make a complaint.

Also see Compliance with International Learner Contract Dispute Resolution Scheme (on page 466).

Related topics

International Safety and Wellbeing (on page 438)

Concerns and Complaints (on page 109)

Resources

NZQA l Mana Tohu Matauranga o Aotearoa: Learner complaints

NZQA l Mana Tohu Matauranga o Aotearoa: Complain about an education provider

iStudent Complaints

Release history: Term 2 2023 (see "[Term 2 2023 Release Notes - Internal Review](#O_49064)" on page 495), Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578)

## Compliance with International Learner Contract Dispute Resolution Scheme

This policy outlines how Cambridge High School meets the requirements of Code Outcome 22; Outcome 13, clause 57.c.iii; and Outcome 15, clause 62.1.h.

Dispute Resolution Scheme (DRS) rules apply to contractual or financial disputes between an international learner and an education provider. Failure to comply with DRS rules is a breach of the Code of Practice and may result in sanctions.

At Cambridge High School, we ensure that appropriate staff are familiar with the relevant DRS rules and comply with those rules if an international learner dispute is referred to iStudent Complaints. This involves being open to working towards a mutually agreed solution through negotiation, mediation, and adjudication, and providing information when requested to the DRS operator, as appropriate. We ensure that the board is kept informed of any such situations and we may seek legal advice.

We inform prospective learners and their families about the Dispute Resolution Scheme and how they can make a complaint through iStudent Complaints before they sign an enrolment contract, and when dealing with complaints.

Related topics

Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464)

Marketing and Promotion (on page 420)

International Enrolment (on page 424)

Legislation <http://www.legislation.govt.nz/>

International Student Contract Dispute Resolution Scheme Rules 2016

Education and Training Act 2020 (s.536)

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 4 2019 (see "[Term 4 2019 International](#O_31033)" on page 587), Term 2 2019 (see "[Term 2 2019 International](#O_28046)" on page 603)

## International Learners Review

The international student director is responsible for overseeing Cambridge High School's international students self-review.

Self-review and annual NZQA attestation

Schools that are a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 are required to carry out and document continuous self-review of their performance to identify how well their practices achieve the required outcomes and processes of the Code. Self-review is a quality assurance process assessing strengths and areas for improvement with the aim of capability building and continuous improvement.

By regularly assessing information about our learner wellbeing and our safety practices we can make ongoing improvements to our pastoral care, our decision-making, and our implementation of the Code.

Cambridge High School attests that we are undertaking this self-review (even if we do not currently have enrolled international learners) by submitting an annual self-review attestation form to NZQA by 1 December. We keep a record of our self-review (including the evidence supporting our conclusions, and any report or action plan) for our own quality assurance purposes, and because we may be asked to support our attestation by submitting a self-review report and other information for external evaluation and review.

We are guided in our self-review by the self-review guidelines and tool provided by NZQA. See NZQA: Self-review and attestation .

ERO reviews of schools and kura with international learners

An ERO review evaluates the overall quality of education provided for international learners at our school. The evaluation audits our self-review and assesses:

* how effectively the school self-reviews its performance against the Code
* how effective its pastoral care is
* how well it provides education that meets international learner needs and helps them progress
* how well it integrates international learners into the school community.

We are guided in our preparation for an ERO review by the review requirements outlined by ERO. See ERO: How ERO reviews schools/kura with international students .

Review of SchoolDocs international module

It is important for schools to regularly review the content of their SchoolDocs international module and ensure that the tailored content remains up to date.

As part of our continuous self-review of our performance against the Code, we check, at least annually, that the tailored content of our SchoolDocs international module remains up to date.

|  |  |  |  |
| --- | --- | --- | --- |
| Your SchoolDocs topic | | Tailored information to check | Model site version |
| If a link is inactive, you don't have the topic. | | Compare your topic with the highlighted wording on the Model site. | |
|  | International Learners (on page 417) | * Who is responsible for keeping up to date with Code of Practice requirements and guidelines? * Are you a member of SIEBA? * If you'd like to add your own International Learners policy or statement here, email it to us. See the Model site for more information. * If you link to your own International Learners Policy in this topic, is it up to date? Let us know if you'd like to remove it or replace it. | * International Learners (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/16225.htm>) |
|  | Marketing and Promotion (on page 420) | * Do you actively market and promote your school to international learners and their families?   If yes, is the wording about marketing tools up to date?  If no, do you have/want our wording about not actively recruiting?   * Who is responsible for ensuring that the information provided to prospective students is monitored and updated, at least annually? * How do you proactively consider and evaluate international learner information needs? * Does this topic link to your website or a document? If so, is this linked information up to date? If no, email us the latest version or ask to have it removed. * Has any of the other tailored information changed? Check the wording on your topic against the highlighted wording on the Model site. | * Marketing and Promotion (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/16227.htm>) |
|  | Managing and Monitoring Education Agents (on page 421) | * If you have this topic, is the tailored information still accurate? * If you have this topic, but don't use agents, let us know, and we can give you an alternative topic with a statement about what you do if approached by an agent. * If you weren't using agents, but now are, let us know if you'd like this topic. | * Managing and Monitoring Education Agents (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/16231.htm>) |
|  | International Enrolment (on page 424) | * Is your enrolment application and contract up to date? Do you want these documents to be linked to your SchoolDocs site or hosted elsewhere? | * International Enrolment (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/16242.htm>) |
|  | International Offers (on page 427) | * Do you have a statement under the first set of bullet points about how your school assesses English language proficiency and capability? Let us know if you'd like to update the wording, remove the statement, or add a statement if you don't have one. | * International Offers (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/31006.htm>) |
|  | International Learner Fees (see "[International Student Fees](#O_24739)" on page 429) | * Is your fees information up to date? * We have simplified this topic – check your fees topic and let us know if you'd like to change to the new version (as shown on the Model site). | * International Learner Fees (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/33305.htm>) |
|  | International Learner Insurance (on page 429) | * Has the person responsible changed? | * International Learner Insurance (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/14853.htm>) |
|  | Immigration Matters (on page 433) | * Has the person responsible changed? | * Immigration Matters (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/14835.htm>) |
|  | International Orientation (on page 435) | * Check the highlighted wording on the Model site against the wording in your topic and let us know if you need changes. | * International Orientation (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/14836.htm>) |
|  | International Learner Orientation Schedule (on page 437) | * Have the responsible staff members changed? Check the highlighted wording on the Model site against the wording in your topic and let us know if you need changes. | * International Learner Orientation Schedule  (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/8765.htm>) |
|  | International Safety and Wellbeing (on page 438) | * Have the support people or other details in this topic changed? Check the highlighted wording on the Model site against the wording in your topic and let us know if you need changes. | * International Safety and Wellbeing (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/12598.htm>) |
|  | International Learner Attendance (on page 440) | * Who follows up on unacceptable absence of international learners? Tell us if this needs updating. | * International Learner Attendance (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/12634.htm>) |
|  | Accommodation (on page 442) | * What types of accommodation do you allow? If your allowances have changed or you can't see a statement about this, tell us. See the highlighted sample wording on the Model site. | * Accommodation (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/31015.htm>) |
|  | Accommodation and Welfare Interviews (on page 448) | * If you allow international learners to live with residential caregivers, you will have this topic. * Has the frequency of interviews or the person responsible for conducting them changed? Check the highlighted wording on the Model site against the wording in your topic and let us know if you need changes. | * Accommodation and Welfare Interviews (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/12635.htm>) |
|  | Behaviour Expectations and Disciplinary Actions for International Learners (on page 449) | * Check the highlighted wording on the Model site against the wording in your topic and let us know if you need changes. | * Behaviour Expectations and Disciplinary Actions for International Learners (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/27578.htm>) |
|  | International Learners at Risk or with Additional Needs (on page 452) | * Who is informed if an international learner needs to be referred to other agencies, and discusses additional support as appropriate? Tell us if this needs updating. | * International Learners at Risk or with Additional Needs (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/31013.htm>) |
|  | International Student Visitors (formerly Group Students (on page 455)) | * If you host group students, you will have this topic. Check the highlighted wording on the Model site against the wording in your topic and let us know if you need changes. * If you have your own more detailed group policy, is it up to date and do you want it linked here? | * International Student Visitors (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/34293.htm>) |
|  | Staff Training (on page 455) | * You may have a sentence at the bottom of this topic about who at your school undertakes professional development and shares it with other school staff. Tell us if you need to update this statement, would like it removed, or would like to add the statement. See the highlighted sample wording on the Model site. | * Staff Training (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/12604.htm>) |
|  | International Learner Fee Protection and Refunds (on page 461) | * Is the information about how your fee protection and refund policy is provided accurate? * If you link to a fee protection/refund document, is it current? If not, email us the latest version or ask to have it removed. | * International Learner Fee Protection and Refunds (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/16523.htm>) |
|  | Dealing with Complaints (see "[Dealing with Grievances](#O_14838)" on page 464) | * Check the highlighted wording on the Model site against the wording in your topic and let us know if you need changes. | * Dealing with Complaints (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/14838.htm>) |
|  | International Learners Resources (on page 472) | * Check your school-specific international learners resources are up to date. * If your resources are hosted in this topic, send us any documents that need updating. * If your resources are hosted elsewhere, do you need to update a statement about where they are kept? | * International Learners Resources (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/27629.htm>) |
|  | International Learners Review (this topic) | * Does the statement at the top of this topic about who is responsible for overseeing your self-review need updating? | * International Learners Review (<http://admin.schooldocs.co.nz/questionnaireSecondary/model_sec_school/33684.htm>) |

The principal assures the board that the school has completed a self-review of how it is meeting Code of Practice requirements and that the self-review attestation will be submitted by the due date – 1 December each year. See Self-Review and Board Assurances (on page 78).

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541), Term 2 2020 (see "[Internal Reviews - International Students](#O_34353)" on page 578)

## International Information Management

### International Learners Resources

General resources

NZQA's Code of Practice resources

* These resources comprise the Code of Practice including amendments, the Code Guidelines, and other useful links.

NZQA's Code of Practice toolbox

* NZQA has worked with the education sector to provide an online resource for Code signatories. The toolbox provides resources and examples that relate to each Code outcome.

School-specific resources

SchoolDocs hosts Cambridge High School's international students resources in this table.

|  |  |
| --- | --- |
| International Students Information and Policy | |
|  | International Students Policy |
|  | Information for International Students |
|  | Prospectus for International Students |
|  | Pre-Departure Information Handbook |
| Marketing and Recruitment | |
|  | Recruitment Agent Agreement |
|  | Agent Satisfaction Survey  Cambridge High School's survey for agents to assess how we can improve our communication and relationship. |
|  | Agent Performance Survey  Cambridge High School's survey for students and parents to assess their satisfaction with the performance of their agents. |
|  | Marketing Survey  Cambridge High School's marketing materials survey for parents of international students. |
| Enrolment | |
|  | International Student Enrolment Application Form and Contract of Enrolment |
| Accommodation | |
|  | International Student Policy for Managing the Vaccination Status of Residential Caregivers and International Students |
|  | International Student Accommodation Agreement |
| Managing withdrawal and grievances | |
|  | Fee Protection and Refund Policy |

### International Learner Personal Information

This policy outlines how Cambridge High School meets the expectations of Code Outcome 15, clause 60.f. and 72.d

We collect personal information to support us in meeting the Code requirements and ensuring the safety and wellbeing of our international learners. We make it clear to our learners and their parents/legal guardians why we collect this information and how it will be used, stored, and disposed of when it is no longer necessary.

In keeping with the Code Guidelines, we:

* have a clear and lawful purpose when obtaining, using, and sharing learner's information
* have transparent processes for obtaining, using, and sharing a learner’s personal information
* gain agreement from learners to collect their personal information
* inform learners about how personal information will be used and shared
* balance a learner’s right to privacy with engaging proactively to offer support or connect them to services when needed.

The personal information collected may include the following records.

Personal and enrolment details and history

* Full name (as shown on passport) and preferred name
* Passport and visa/permit details (including copies), including passport expiry date and visa/permit type and expiry
* Enrolment application and learner profile
* Offer of place assessment and letter
* Enrolment contract and start and end dates
* Travel/medical insurance details
* Health information (e.g. medical notes, allergies)

Contact, caregiver, and accommodation details

* Current address, accommodation type, and contact phone numbers
* Parent and/or legal guardian full names, addresses, and contact details
* Parent and/or legal guardian passport and visa/permit details (if living in New Zealand), including passport expiry date and visa/permit type and expiry
* Next-of-kin contact details (if different from parent/legal guardian)
* Emergency contacts (may include cultural support people who speak the learner's first language)
* Residential caregiver contact details (if applicable)
* Designated caregiver passport and visa/permit details, including passport expiry and visa/permit type and expiry (if applicable)
* Dates of accommodation visits
* Dates of interviews with learner
* Copies of any written agreements with parents/caregivers and residential caregivers

Cambridge High School advises the international learner and their parents/caregivers that they must notify the school of any changes in the learner's:

* contact details
* accommodation type
* residential address.

Related topics

Communicating with the Parents of International Learners (see "[Communicating with Parents of International Students](#O_31017)" on page 450)

Accommodation (on page 442)

International Learners at Risk or with Additional Needs (on page 452)

Privacy (on page 396)

School Records Retention and Disposal (on page 408)

Sharing Information (on page 400)

Legislation <http://www.legislation.govt.nz/>

Privacy Act 2020

Resources

NZQA l Mana Tohu Matauranga o Aotearoa: Code resources for school signatories (See "International learner profile")

Release history: Term 4 2022 (see "[Term 4 2022 Release Notes – International](#O_46323)" on page 516), Term 4 2021 (see "[Term 4 2021 Internal Review - International Module](#O_41650)" on page 541)

# Forms

## Leave Application Form

Leave Application form

For information about the form, see Staff Leave (on page 140).

## New Employee Checklist

New employee checklist

The new employee checklist is designed to ensure that schools meet the "children's worker safety checking" requirements of the Children's Act 2014.

Also see:

* Referee and Background Checks (on page 94)
* Employee File (on page 99)
* Safety Checking (on page 105)
* Teacher Registration, Certification, and Police Vetting  (on page 143)

Release history: Term 3 2019 (see "[Term 3 2019 Release Notes](#O_28858)" on page 596), Term 4 2017 (on page 622)

## Position Application Form

These forms can be used as templates and tailored for specific vacancies.

Teaching position application form

Non-teaching position application form

For more information, see Application Package (on page 90).

Release history: Term 1 2023 (see "[Term 1 2023 Release Notes - Internal Review](#O_46997)" on page 503)

## Referee Check Form

This is a SAMPLE Referee Check form.

Referee Check form [Referee Check Form.doc](file:///C:\Author-it\Publishing\Word%20Document\Cambridge%20High%20School%20Policies%20and%20Procedures\Referee%20Check%20Form.doc)

For information about the form, see Make an Appointment (on page 93).

## School Bus Code of Conduct

School Bus Code of Conduct

# Useful Links and Contacts

## Ministry for Vulnerable Children, Oranga Tamariki

|  |  |  |
| --- | --- | --- |
| Phone |  | Call Centre: 0508 326 459 |
| Email |  | contact@ot.govt.nz |
| Website |  | orangatamariki.govt.nz |
| Address |  | Oranga Tamariki National Office  PO Box 546 Wellington  New Zealand |
| Fax |  | 09 914 1211 |

## Teaching Council | Matatū Aotearoa

|  |  |  |
| --- | --- | --- |
| Phone |  | 04 471 0852 |
| Email |  | enquiries@teachingcouncil.nz |
| Website |  | teachingcouncil.nz |
| Address |  | Level 7 80 Boulcott St Wellington 6011   PO Box 5326 Wellington 6140 |

## Ministry of Education

|  |  |  |
| --- | --- | --- |
| Phone |  | 04 463 8000 |
| Email |  | enquiries.national@education.govt.nz |
| Website |  | education.govt.nz |
| Address |  | PO Box 1666 Wellington 6140   DX Number: SR51201 |

## NZEI

New Zealand Educational Institute | Te Riu Roa

|  |  |  |
| --- | --- | --- |
| Phone |  | 0800 693 443 |
| Email |  | nzei@nzei.org.nz |
| Website |  | www.nzei.org.nz <http://www.nzei.org.nz> |
| Address |  | NZEI Te Riu Roa National Office Education House Level 12 178-182 Willis Street PO Box 466 Wellington 6140 |
| Fax |  | 04 384 2339 |

## NZ Police Vetting Service

|  |  |  |
| --- | --- | --- |
| Phone |  | 04 474 9499 (staffed 24 hours) |
| Email |  | Online contact form <https://forms.police.govt.nz/forms/contact-new-zealand-police/10?about=Licensing_and_Vetting> |
| Website |  | www.police.govt.nz/advice/businesses-and-organisations/vetting |
| Address |  | NZ Police Vetting Service Police National Headquarters PO Box 3017 Wellington 6140 |

## NZPF

New Zealand Principals' Federation | Ngā Tumuaki o Aotearoa

|  |  |  |
| --- | --- | --- |
| Phone |  | 04 471 2338  0800 798 798 (principal helpline service) |
| Email |  | office@nzpf.ac.nz |
| Website |  | www.nzpf.ac.nz |
| Address |  | National Office Level 8, The Bayleys Building 36 Brandon Street Wellington  PO Box 25380  Wellington 6140 |

## NZSTA

New Zealand School Trustees Association | Te Whakaroputanga Kaitiaki Kura O Aotearoa

|  |  |  |
| --- | --- | --- |
| Phone |  | 04 473 4955   * For trusteeship inquiries call STAhelp (0800 782 435) |
| Email |  | govadvice@nzsta.org.nz  eradvice@nzsta.org.nz  admin@nzsta.org.nz |
| Website |  | nzsta.org.nz <http://www.nzsta.org.nz> |
| Address |  | Head Office Te Whakaroputanga Kaitiaki Kura O Aotearoa Level 8 – 142 Lambton Quay   PO Box 5123 Wellington 6140 |
| Fax |  | 04 473 4706 |

## PPTA

Post Primary Teachers' Association | Te Wehengarua

|  |  |  |
| --- | --- | --- |
| Phone |  | 04 384 9964 |
| Email |  | enquiries@ppta.org.nz [mailto:enquiries@ppta.org.nz](mailto:enquiries@ppta.org.nz%20) |
| Website |  | ppta.org.nz <http://www.ppta.org.nz/> |
| Address |  | National Office PO Box 2119 Level 5 – 60 Willis Street Wellington |
| Fax |  | 04 382 8763 |

## RTLB Service

The Resource Teacher: Learning and Behaviour (RTLB) service supports schools to meet the needs of students who require additional learning and behaviour support, and who are unable to access a Ministry of Education service. The RTLB service focuses on student potential, teaching and learning opportunities, and an inclusive schooling environment.

Contact the Ministry of Education for details of your local service.

* Ministry of Education: Resource Teachers: Learning and Behaviour Service
* TKI: Resource Teacher: Learning and Behaviour Online

## RTLit

Resource Teacher Literacy

Contact the Ministry of Education for details of your local service. For general queries, email rt.literacy@education.govt.nz.

## SchoolDocs Ltd

|  |  |  |
| --- | --- | --- |
| Phone |  | 03 977 8639 |
| Email |  | General enquiries > team@schooldocs.co.nz  Chief Executive > jane.gregg@schooldocs.co.nz |
| Website |  | schooldocs.co.nz |
| Address |  | Level 1, 226 Antigua Street Christchurch Central  PO Box 33326 Barrington, Christchurch |
| Social media |  | Follow us on Facebook  Follow us on LinkedIn |

## SunSmart Schools

|  |  |  |
| --- | --- | --- |
| Phone |  | 04 494 7270 |
| Email |  | admin@cancer.org.nz |
| Website |  | sunsmartschools.co.nz |
| Fax |  | 04 494 7271 |

## WorkSafe NZ

|  |  |  |
| --- | --- | --- |
| Phone |  | 0800 030 040 (24 hours) to notify about serious harm and for general enquiries |
| Email |  | Contact form |
| Website |  | worksafe.govt.nz |
| Address |  | National Office Level 6 86 Customhouse Quay Wellington 6011  PO Box 165 Wellington 6140 |
| Fax |  | 04 914 6866 (general) or 09 984 4115 (serious harm notifications) |
| Resources |  | Notifications and forms |