

SECTION C. PERSONNEL

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1. EMPLOYMENT POLICIES

POLICY

CO1A. RGHS will evaluate all applicants for staff positions according to their qualifications, skills and experience

PROCEDURES

CO1A The Principal will oversee the employment of all staff.

A. Teaching Staff

- All staff will have a written job description that will detail their responsibilities. Any performance review will be based on the job description. (See Policy on Staff Appraisal).
- All permanent positions will be advertised in the Education Gazette or by other means where appropriate. Other positions will be advertised appropriately.
- Appointments will be registered or provisionally registered teachers.
- For assistants' positions, after consultation with Learning Leaders (LLs), the Principal will recommend appointments to the Chairperson of the Board of Trustees
- For fixed-term management unit positions, after consultation with Learning Leaders (LLs)
- and / or senior management staff, the Principal will recommend appointments to the Chairperson of the Board of Trustees.
- For permanent management unit positions, a selection panel will be set up. It will consist of the Principal, plus up to five (5) other people from the Chairperson of the BOT, the Staff Representative, other Board members, a Deputy Principal, the Learning Leader (LL) of the Learning Area (LA). The constitution of the selection panel will be determined by the Principal and the board chairperson and will be the most appropriate selection at the time. Where the Management Unit holder will take responsibility for aspects of work in a faculty where there is a current Learning Leader (LL), the Learning Leader (LL) must be involved in the selection process. For interviews, supporters may be present if so desired.
- For the Principal's position the full Board of Trustees should be involved. Interviewees may have supporters present if they wish



- Where staff will be involved in programmes in conjunction with an ITO, advice shall be sought from the ITO regarding appropriate qualifications and training of staff.
- An equal employment opportunity policy will apply to all aspects of the job environment. (See Policy on Equal Employment Opportunities)
- Personal grievance and sexual harassment mediation procedures will be set up. (See Policy on Sexual Harassment)
- Due regard will be given to all relevant awards and acts.

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B. Support Staff

- All staff will have a written job description that will detail their responsibilities.
- Positions will be advertised in the local paper or, if deemed necessary, on a wider scale.
- For the Executive Officer's position, short-listing and interviews will be conducted by the Principal, and up to two other members of the BOT.
- For the Library assistant's position, the teacher with Library Responsibility, Executive Officer and/or Principal will be involved in the appointment.
- For all other positions, short-listing and interviews will be conducted by the Executive Officer, the Principal the Learning Leader (LL) or a member of the Board of Trustees.
- The equal employment opportunity policy will apply to all aspects of the job environment.
- Personal grievance and sexual harassment mediation procedures apply.
- Opportunity will be provided for staff professional development.
- All staff members have the option of an Individual Employment Contract or to belong to their relevant union.
- Prior to the year's end, staff will be notified in writing of their hours for the following year.

C.

All appointments will be made in line with the Vulnerable Children's Act 2014

1. Safety checking of the employee will include:
 - An identity check
 - Two forms of ID
1. Applicants will be interviewed
2. Five Year Review of Applicants work history
3. Contact with Referees is made
4. Professional credentials are confirmed. This includes:
 - Practicing Certificate
 - Sighting of verified qualifications

Support staff will be Police Vetted prior to confirmed appointment and triennially

5. At risk assessment will be completed by the Principal.

Ref: Staff Induction Checklist

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POLICY

C01B RGHS acknowledges the importance of its staff as role models.

PROCEDURES

C01B In making staff appointments the Principal will also consider the capacity of the appointee to be a role model.

- Educational programmes will be provided to encourage students to have a positive view of both the physical and intellectual aspects of womanhood
- Career education will be positively directed towards ensuring students are aware of the range of career opportunities available to them.
- Recognition will be given to having positive male role models within the school.

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POLICY

C01C RGHS is committed to supporting the personal and professional development of new teachers.

PROCEDURES

C01C RGHS will provide appropriate support for new teachers and teachers new to the school.

- A meeting will be held with all teachers new to the school, prior to the start of the year, to outline and discuss the organisation and policies of the school
- A “buddy” teacher will be assigned to all teachers new to the school to assist in the orientation process.
- A member of the senior leadership team will be designated to supervise provisionally registered teachers, and to meet regularly with them.
- Year One teachers will be 0.8fste. Year Two teachers will be 0.9fste. The 0.2 (0.1) fste staffing allowance will be used to maximise the provisionally registered teacher’s professional development.
- The Learning Leader (LL) of the subject will undertake at least one formal lesson observation a term, which is written up, discussed with the teacher and filed. The Senior Leadership Team member undertakes at least one formal lesson observation per term. The teacher should be given at least four days notice of a formal lesson observation.
- Documentation of all meetings and observations will be kept, and copies supplied to the provisionally registered teacher, the Beginning Teacher and the supervising Senior Leadership Team member.
- PRTs will be encouraged to observe at least two lessons a term taught by colleagues, during their first year of teaching.
- Learning Leaders (LLs) will meet with their Year One teachers on a regular basis.
- Provisionally registered teachers will be given opportunities for development outside the school including contact with other provisionally registered teachers.



- Provisionally registered teachers will be expected to become familiar with school policies, systems, procedures and resources.
- To be considered for full registration, a teacher must meet the Registered Teachers Criteria from the Education Council.

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POLICY

C01D RGHS will employ relief teachers to cover for teachers who are absent.

PROCEDURES

C01D The Principal / Deputy Principal will appoint relief teachers as required.

- Every effort to obtain the services of a relief teacher must be made if a teacher is going to be absent.
- Relief teachers should undertake to ensure that work set for students is used. In the event that the absent teacher has concern about the work covered, he / she should see the teacher in charge of relief.
- A relief teacher is expected to complete a full day being whanau plus five periods of teaching.
- A day relief teacher should not be expected to mark tests, assignments or examinations. A reliever on long-term relief would normally be expected to cover all the teaching responsibilities of the absent teacher.
- Relief teachers will attend an induction period where they will be instructed about safety issues and procedures in all areas of the school including:
 - six day cycle, five period day timetable
 - relief teacher procedures
 - school map
 - security of school keys and equipment
 - attendance at morning staff briefing (8.15am)
- Teachers working in specialist areas should not set practical work for a day relief teacher where in the view of the Learning Leader (LL), issues of student safety and/or equipment security are of concern.
- If it is necessary that a teacher lose a non-contact period, he or she should be informed at the beginning of the day. Every effort will be made to only use non-contact time when there is a genuine reason. Staff members who lose a non-contact time will be compensated as per PPTA Collective Agreement with a teacher pay back or equivalent.

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POLICY

C01E RGHS promotes equal employment opportunities.

PROCEDURES

C01E RGHS will respect EEO provisions in employment.

- The school will seek to identify and remove any employment related practice that is discriminatory against persons because of their gender, ethnic origins, disability, sexual orientation, age, marital status or religious belief.
- In its job advertising, selection procedures, provision of training and career opportunities, the Board of Trustees will not discriminate on the grounds of gender, age, race, sexual orientation, age, marital status or disability unless relevant to the job. Nor will it discriminate against a person's beliefs provided that these beliefs do not conflict with EEO philosophy and policy.
- The Board of Trustees will support those who wish to work part-time by offering part-time and jobshare positions provided that the needs of the students are appropriately met.
- The school will encourage the development of skills and training of staff members, but particularly those from specified target groups of Maori, ethnic or minority groups, women, persons with disabilities.
- The school will encourage the development of an environment that emphasises the understanding of individual differences relating to culture and belief, and the elimination of harassment.
- The school will have an EEO Coordinator, who will take responsibility for developing an EEO Programme.
- A database will be established to identify members of the EEO target groups and provide an employment profile of the school.

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POLICY

C01F RGHS has clear guidelines governing leave for staff.

PROCEDURES

C01F The Principal will be responsible for the granting of leave for periods up to five days.

- The granting of leave is discretionary and takes into account the needs of the individual and of the school and of the frequency with which the individual makes requests.
- Leave with pay will not be granted for reasons involving an alternative means of income.
- Leave requests in writing will be given to the Principal - for teachers or Executive Officer – for Support Staff who will then consult with the Principal.
- The Principal will make decisions for short term (5 days or less) leave. Longer requests for leave will be decided by the Board.
- For leave to attend study courses, there must be evidence that it will enhance the staff member's work in the school and the profession.



- For a request of 1 or more terms leave, other than for the purpose of study, the staff member must have been at least 4 years on the staff and made a contribution to extra-curricular activities. There will be a clear expectation of a return to the school after the leave. This would be without pay unless a study award is granted.
- Requests for leave for 1 or more terms should be given with at least 6 months warning.
- For leave for a family emergency or bereavement, the staff member should approach the Relief Deputy Principal (teaching) or the Executive Officer (support staff) or the Principal.
- Notwithstanding any of the above guidelines, the satisfactory replacement of staff shall be a primary concern in deciding whether or not leave is granted.
- PPTA scholarship applications are required to be endorsed by the Principal and the Board

OLD 335



2 STAFF WELFARE POLICIES

POLICY

C02A. RGHS respects the worth and dignity of all staff.

PROCEDURES

C02A The Principal will ensure that staff members are treated with respect and dignity.

- Personal matters will be dealt with sensitively and confidentially.
- Professional matters will be handled sensitively and in a supportive manner.
- The personal and family lives of the staff will be recognised.
- Students will be expected to treat staff respectfully as they themselves are treated.
- Staff will be treated by the Board with professional respect.
- Staff will treat each other with professional respect.
- Staff will be made aware of the informal support networks available.
- Staff sign an agreed Code of Conduct
- Board of Trustees sign an agreed Code of Conduct

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POLICY

C02B RGHS will provide opportunities for staff to broaden their knowledge base - staff scholarships

PROCEDURES

C02B RGHS provides opportunities for staff to develop targeted skills.

- Only staff members who have completed the equivalent of two years full-time service are eligible to apply for the staff scholarship.
- Applications will be considered by a panel, consisting of the Principal, and two Deputy Principals who have not made an application for a scholarship themselves.
- The interviewing panel reserves the right to make no award.
- Successful applicants will undertake an area of study/investigation in a specific curriculum area or one with a whole school emphasis e.g. barriers to learning, accommodating the different learning styles within teaching practices, strategies for coping with disruptive behaviour, integrating ESOL students across the curriculum, coping with mixed ability groups et.al.
- Successful applicants will be announced at the Annual BOT dinner. The scholarship should be taken up within that calendar year.
- The successful applicant will receive a grant of up to \$4,000. This money may be spent on travel and accommodation costs within New Zealand or overseas, conference and course fees or any combination.
- If expenses exceed the scholarship sum the successful applicant will not be able to apply to the Professional Development committee to make up the balance.
- A full report of the scholarship use will be made to the Board of Trustees and the staff.
- Where appropriate, reports should be made to the community through local newspapers.

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POLICY

C02C RGHS supports the acquisition of skills to maintain and develop highly effective teachers.

PROCEDURES

C02C RGHS will provide regular professional development opportunities for staff.

- Professional development programmes will be available to all staff members on an equitable basis.
- The implementation of the professional development programme will be overseen by the professional development coordinator.
- The programme will be reviewed annually in consultation with the staff.
- The programme will include a budget and allocation of time.
- The sharing of skills and expertise of individual staff members with the whole staff will be encouraged.
- The skills and expertise of people in the wider community may be called upon.
- Special attention will be paid to providing professional development for those teachers seeking confirmation of registration.
- Staff undertaking extramural courses which enhance their professional skills can, on the successful completion of their course of study, seek up to \$250 per paper as reimbursement for tuition fees.
- An annual report on the Professional Development programme will be provided for the Board.
- Staff must notify the Deputy Principal in charge of Staff PD in advance of taking courses.

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POLICY

C02D. RGHS will provide clear guidelines for staff laptop and internet usage.

PROCEDURES

C02D RGHS staff will have clear guidelines for laptop and internet use.

Staff agree to:

- Use the laptop in a responsible manner and not permit it to be used by anyone who is not authorised to do so. This includes family members.
- Use the laptop for school related activities and keep within the limited level of use allowed for personal purposes.
- Avoid engaging in any unreasonable activity, including any that:
 - affects the ability of other staff to meet their obligations to the school
 - is for personal profit
 - is for political reasons
 - brings the school into disrepute
 - causes harassment or offence to others
 - incurs unreasonable cost
 - breaches New Zealand laws
 - overloads shared systems by sending or receiving excessive amounts of material.
- Observe high ethical standards in laptop use and not access or store any information, files or software that do not meet such high ethical standards, inappropriate material includes, but is not limited to, objectionable material, virus hoaxes, chain letters.
- Use the internet and email in an appropriate manner and avoid use that would be considered misconduct. This includes:
 - accessing material of an objectionable nature, such as pornographic images
 - carrying out gambling or trading activity
 - disseminating material of an objectionable or defamatory nature
 - “hacking” or carrying out malice attacks on electronic systems, including deliberately introducing a virus
 - any activity that would constitute breaking any school policy
 - using another teacher’s email account to send message or using false identification on any internet service
 - any activity that would be considered harassment, including sending offensive material and repeated unsolicited email.
- Respect the copyright on software, music images, text, etc, by not making unauthorised copies of copyrighted material or loading unauthorised copies of copyrighted material onto your laptop furthermore material that is not the property of RGHS or its computer network cannot be used to store music, images, video footage that are used for personal reasons cannot be stored on the RGHS network.

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- Use of the Internet shall be permitted once staff have undergone appropriate training. Courses will be run at regular intervals to allow staff the opportunity for upskilling.
- All copyright, privacy and international laws are to be adhered to at all times.
- Staff who inadvertently access inappropriate sites will exit the programme and a detailed written report, including the website address will be given to the Principal.
- Deliberate and/or repeated inappropriate site accessing will be treated seriously and will generally be reported to the Teacher Registration Board.
- The Internet will not be used for policy lobbying or personal commercial gain.

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POLICY

C02E RGHS acknowledges the impact of workplace stress and provides avenues for support.

PROCEDURES

C02E RGHS will promote staff awareness of workplace stress.

- Senior staff will be offered training to recognise potential workplace stress situations and to deal with them within the resources of the school. Staff will be educated and trained in strategies to reduce unhealthy stress levels.
- The school will have clear guidelines that aim to identify, reduce and manage unhealthy stress.
- The school will have a clear process for considering and responding to complaints and concerns from employees and for identifying and minimizing hazardous levels of workplace stress.
- Staff will be made aware of the need to take responsibility for their own stress levels including regular holidays, effective time management, effective and efficient planning and classroom management and reporting to senior management unhealthy levels of stress.
- The school will develop systems of recording information relevant to employees' vulnerability to workplace stress. This will be in consultation with staff and the school Guidance Counsellor.
- The school will implement the EAP (Employee Assistance Programme) for those employees who are prone to stress or whose personal circumstances make the work environment stressful.
- The school will ensure that an employee who needs sick leave for identified workplace related stress is properly supported on return to school.

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3 STAFF PERFORMANCE POLICIES

POLICY

CO3A. RGHS will evaluate the work of staff fairly and professionally.

PROCEDURES

CO3A The Principal will provide an effective structure for staff performance review.

- Performance reviews will be on performance not personality.
- There will be annual negotiated targets that staff will endeavour to achieve.
- The professional development programme will assist staff to attain these targets.
- Application for professional development resources shall include an identification of the appraisal goal(s) to which such development shall contribute.
- Job description(s) will be the basis for formative review.
- An agreed review cycle will be implemented for formative review, culminating in a meeting with a senior manager (DP).
- Formative Review – in 2015
 - All staff have either a Leadership or Teaching as Inquiry – may include but not limited to: personal journal entries, shared journals, RTC evidence, observations from Learning Leaders (LL)s, and other staff
 - Appraisal conversation Term 4 with Learning Leader (LL) whereby the teacher will lead the conversation providing evidence towards their Teaching as Inquiry Question that was formulated at the beginning of the year.
- The professional standards for Secondary Schools Teachers and Unit Holders will be the basis for summative review from 2000.
- Learning Leaders (LLs) will manage the summative review programme reporting to the Principal.
- Summative review will involve the staff member and the Learning Leader (LL) completing a job description sheet at the beginning of the year (or when the teacher commences in the department), and having a minimum of three meetings / review sessions during the year. It is recommended that a meeting is held in each of the first three terms. Each meeting should be based on evidence collected from classroom observation, student academic performance, marking of exercise/homework books and the physical classroom environment. The Learning Leader (LL) should carry out classroom observations using a standardized classroom observation sheet or other document agreed upon by members of the Learning Area (LA). Copies of this evidence should be kept with the summative appraisal form as evidence. At the end of the year (November) the Learning Leader (LL) meets with each staff member, and completes an appraisal form that is agreed to and signed by both parties.
- These reviews forms form the basis for an end-of-year meeting between the Learning Leader (LL) and the Principal, and are also used for attestation and registration purposes. The Learning Leader (LL) will be required to demonstrate that each appraisal form has supporting evidence that they have collected during the year.



- Summative reviews for Learning Leaders (LLs) is based on a minimum of three meetings with the Principal during the year, with the completion of their own Summative Appraisal at the final meeting.
- New Performance Self Review being trialled with teachers.

LEARNING LEADERS APPRAISAL PROGRAMME

Early Term 1 – After staff have met with the Principal

- Discussion re Faculty Staff
- Discussion of external results
- Goals and objectives for the year

Term 3

- Progress on goals and objectives – reporting on Strategic Plan Priorities
- Curriculum and budgetary needs for next year
- Personnel and staffing needs for next year

End of Term 4

- Report on Strategic Priority 1
- Analysis of current year's internal achievement
- Summative appraisals of faculty staff
- Summative appraisal of Learning Leader (LL)
- Wherever possible, Learning Leaders (LLs) will be given relief to appraise teachers in their departments.
- Job descriptions will be generic, and have specifics added on an annual basis.
- After agreement with the Principal, Assistant Learning Leaders (LLs) may become part of the summative appraisal in large departments.
- In formative appraisal there should be between three and five targets set.
- The Principal will be appraised by the Board of Trustees.
- The Principal will appraise the Deputy Principals.
- An annual review of the Appraisal process – both formative and summative – will be conducted by senior management.

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POLICY

CO3B RGHS will comply with legislation in regard to attestation of teacher performance for salary increments.

PROCEDURES

CO3B The Principal will provide a suitable framework for staff attestation.

- Staff due increments and the date of such increments are identified on regular occasions each school year. (From information available through NOVOPAY).
- A job description for each staff member which outlines her/his general professional duties and specific co-curricular duties is regularly updated. This is signed by the staff member concerned, and Learning Leader (LL). Copies of all these job descriptions are held by the Principal's Secretary.
- Provided the staff member in the previous year has satisfactorily completed the Formative part of the Appraisal cycle and is assessed by the Learning Leader (LL) to meet the requirements of the Teachers Registration Criteria during the Summative Appraisal cycle, she/he shall be



recommended for a salary increment at the appropriate date the following year. (Copies filed with the Principal's Secretary).

- All teachers must complete the process in Guideline 3 before being attested.
- The attestation document (Form ED – ATT98) is completed by the Deputy Principal in Charge of (Teacher Registration Attestation), signed by the Principal and forwarded to NOVOPAY to action the salary increment for the staff member concerned.

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4 STAFF MANAGEMENT POLICIES

POLICY

C04A RGHS will comply with Collective Employment Agreements in any instance of staff misconduct.

PROCEDURES

C04A The Principal will ensure that all staff are aware of the terms of their employment relating to misconduct.

- Some matters which could be reasonably specified as examples of serious misconduct are: (the list is not necessarily exhaustive).
 - proven conduct of an indecent or sexual nature which renders an employee unsuitable for employment in a school environment;
 - proven serious assault on a student;
 - proven deliberate endangerment of the safety of members of the school community
- Each case will be considered on its particular facts.
- The Board is required to:
 - specify the complaint in writing;
 - give the employee an opportunity to answer or explain and have a support person present;
 - listen to, and take account of the answers;
 - not prejudge the matter.
- If a staff member is convicted of an offence for which the offender could have been liable to imprisonment for a term of twelve months or more, and does not resign, the Board could consider dismissal. For teaching staff, information of name, sentence passed and the court that the charge was heard in, must be provided to the Teachers' Registration Board, with a recommendation for consideration that registration be cancelled.
- The Board will adhere to the requirements of the relevant Collective Employment Agreements and consider the question of degree of misconduct and relevance of misconduct to the workplace before determining whether instant dismissal (or other disciplinary action) is justified.

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POLICY

C04B RGHS will follow clear process in managing any issue related to staff competence.

PROCEDURES

C04B The Principal will inform teaching staff of the process to be followed in regard to issues of competence.

- The Principal should ensure that courses offered are taught by staff who have suitable qualifications and teaching skills.
- In the event of a complaint from students and/or parents and/or teachers regarding teacher competence the following steps will be taken by the Principal:
 - Ensure that any complaint is legitimate, that is, based on factual information relating to teacher competence. Such complaint is to be recorded in writing.
 - Ensure that the teacher concerned is advised in writing of the full nature and substance of any complaint and has the opportunity to respond after any consultative process felt necessary.
 - When a complaint is substantiated and relates to matters of competence, appropriate in-school collegial assistance, professional and personal guidance to assist the teacher in the tasks to be accomplished, will be put in place. The teacher will be advised in writing of the actual timeframe.
 - The teacher shall be advised in writing of her/his right to seek whanau, family, professional and/or union support in relation to matters of competence and to be represented at any stage.
 - An appropriate assistance and personal guidance programme to assist that employee shall be put in place. When that assistance and guidance has **not** remedied the situation, then:
 - The teacher shall be advised in writing of the specific matter(s) in relation to the relevant section(s) of Appendix G that are causing concern and of the ways that such concerns can be remedied. The teacher shall be advised of her / his right to consult their Union and of the right to be represented at any stage of the process.
 - The teacher is to be given a reasonable opportunity, normally 10 school weeks, to remedy the matter(s) of concern that have been identified. It is recognised that there may be circumstances where a timeframe of less than or more than 10 school weeks will be reasonable. The teacher is to be advised of the actual timeframe for the necessary improvement to be achieved and of the monitoring or guidance that will be provided.
 - At the end of this time-frame an assessment is made as to whether or not the teacher has remedied the matter(s) causing concern. The process and result of any evaluation is to be recorded in writing by the employer and sighted and signed by the teacher.
 - No action shall be taken by the employer on a report until the teacher has had a reasonable time to comment (in writing or orally or both) to the employer.



- If the teacher has failed to remedy the matter(s) causing concern then s/he may be dismissed without notice and paid one months' salary in lieu; or if a holder of units the teacher may be reduced in status and salary if the circumstances warrant such a reduction rather than a dismissal.
- A copy of any report to the Teacher Registration Board shall be made available to the teacher.
- A teacher aggrieved by an action taken by the Employer under these provisions must be advised in writing of their right to pursue a personal grievance in terms of the procedures contained in the STCEC.

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POLICY

C04C RGHS will comply with Collective Employment Agreements in any instance of staff dismissal.

PROCEDURES

C04C The Principal will advise teaching staff of the guidelines for dismissal prior to any such step being taken.

- The need for dismissal of a staff member may arise because of:
 - a) a breach of discipline (as defined in the STCEC – Teacher Conduct and Discipline)
 - b) competency requirements not being met after following the guidelines in the policy on teacher competency
 - c) the cancellation of registration which implies cancellation of the practising certificate. This is done by the Teacher Registration Board. This may occur if a teacher is convicted of an offence for which he/she is liable to imprisonment for a term of twelve months or more and hence is deemed to not be (or no longer be) of good character and/or is not (or is no longer) fit to be a teacher.
- In all cases the Board will keep the teacher informed, in writing, of the procedures. The teacher may respond in writing.
- For (a). Dismissal may occur depending on the gravity of the offence (see STCEC).
- For (b). See policy on Teacher Competence – see STCEC.
- For (c). as teacher registration is the teacher would be given 2 months' notice of termination of employment.
- In the cases where 2 months' notice is given, the time may be less if the teacher and Board agree.

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POLICY

C04D RGHS will develop an internal management system according to the needs of the school.

PROCEDURES

C04D The Principal will develop a management structure that allows teachers to have an input into the organisation of the school.

- The Principal is responsible to the Board of Trustees.
- The Deputy Principals and Assistant Principal are responsible to the Principal and together with the Principal, form the Senior Leadership Team. (SLT)
- All teachers are responsible to one or more of the Year Level Deans for pastoral care.
- The Learning Leaders (LLs) are responsible to Principal.
- All teachers other than Learning Leaders (LLs) are responsible to a designated Learning Leaders (LLs) for curricula needs.
- To facilitate two-way communication regular meetings will be held with the SLT, Learning Leaders (LLs), Year Level Deans, faculties, the whole staff and whanau groups / kahui ako.
- Every teacher will have a job description.
- Through professional development programmes, teachers will be encouraged to learn management skills so that they can apply for positions of responsibility with confidence.

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5 STAFF PROTECTION POLICIES

POLICY

C05E The RGHS Board of Trustees has a responsibility to protect the physical and financial resources of the school.

C05E The Principal and the Board of Trustees will take measures to protect against theft and fraud.

- In the event of an allegation of theft or fraud the Principal shall act in accordance with the appropriate procedures.
- The Board recognises that supposed or actual instances of theft or fraud can affect the rights and reputation of the person or persons implicated. All matters related to the case shall remain strictly confidential with all written information kept secure. Should any delegated staff member or any other staff member improperly disclose information the Principal shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Principal considers must be in terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.
- The Board affirms that any allegation of theft or fraud must be subject to due process, equity and fairness. Should a case be deemed to be answerable then the due process of the law shall apply to the person or persons implicated.
- Any intimation or written statement made on behalf of the School and related to any instance of supposed or actual theft or fraud shall be made by the Board Chairperson who shall do so after consultation with the Principal and if considered appropriate after taking expert advice.

Allegations concerning the Principal or a Trustee

- Any allegation concerning the Principal should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the requirements of paragraph 4 of this Policy.
- Any allegation concerning a member of the Board of Trustees should be made to the Principal. The Principal will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with the requirements of paragraph 4 of this Policy.

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POLICY

C05F The RGHS Board of Trustees has an obligation to provide a safe process by which members of staff may lodge a complaint.

PROCEDURES

C05F The Board of Trustees appoints the Principal to act in confidence in the event of a serious complaint by a member of staff.

Definitions Protected Disclosure

A declaration made by an employee who believes that serious wrongdoing has occurred. Employees making such disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

Serious Wrongdoing

Any of the following: i. Unlawful, corrupt or irregular use of funds or resources. ii. An act or omission or course of conduct that seriously risks public health or safety or the environment, or that constitutes an offence, or that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement or constitutes serious risk to the maintenance of law.

Conditions for Disclosure

Before making a disclosure the employee should be sure the following conditions are met: that the information is about serious wrongdoing in or by the school; and that the employee believes on reasonable grounds the information to be true or is likely to be true; and that the employee wishes the wrongdoing to be investigated; and that the employee wishes the disclosure to be protected.

Who can make a Disclosure

Any employee of the school can make a disclosure. For the purposes of this policy an employee includes: current employees and Principal, former employees and principals and contractors supplying services to the school.

Protection of Employees making Disclosures

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy, may bring a personal grievance in respect of retaliatory action from their employers, may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory actions from their employers, are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure and will, subject to Clause 5 of the Procedure, have their disclosure treated with the utmost confidentiality.



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

Any employee of RGHS who wishes to make a protected disclosure should:

- Submit the disclosure in writing to the Protected Disclosures Officer, the Principal / Board of Trustees Chairperson.
- The disclosure should contain detailed information including the following:
 - The nature of the serious wrongdoing
 - The name or names of the people involved
 - Surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant
- A disclosure must be sent in writing to the Principal who has been nominated by the Board of Rotorua Girls' High School under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose OR if you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to Board of Trustees Chairperson.
- On receipt of a disclosure, the Protected Disclosures Officer must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Officer or arranged by him/her as quickly as practically possible, through an appropriate authority.
- All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Officer will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:
 - To ensure an effective investigation
 - To prevent serious risk to public health or public safety or the environment
 - To have regard to the Principles of natural justice.
- At the conclusion of the investigation the Officer will prepare a report of the investigation with recommendations for action that will be sent to the RGHS Board of Trustees.
- In certain circumstances a disclosure may be made to one of the following if the employee making the disclosure has reasonable grounds to believe that:
 - The RGHS Board of Trustees Chairperson responsible for handling the complaint may be involved in the wrongdoing, OR
 - Immediate reference to another authority is justified by urgency or exceptional circumstance,
 - OR has been no action or recommended action within 20 working days of the date of disclosure.
- Appropriate authorities include the Commissioner of Police, Controller and Auditor General, Director of the Serious Fraud Office, Inspector General of Intelligence and Security, Ombudsman, Parliamentary Commissioner for the Environment, Police Complaints Authority, Solicitor General, State Service Commissioner, Health and Disability Commissioner, The Head of every public sector organisation.



- A disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this policy and reasonably believes that the person or authority to whom the disclosure was made:
 - Has decided not to investigate;
 - Or has decided to investigate but not made progress with the investigation within reasonable time;
 - Or has investigated but has not taken or recommended any action; and
 - Continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

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Privacy

In complying with the provisions of the Privacy Act 1993, the RGHS Board of Trustees will promote and protect individual privacy with regard to the collection, use and disclosure of information relating to individuals and to the access by each individual to information relating to that individual held by the school.

- In complying with the provisions of the Privacy Act 1993, the Board will appoint at least one Privacy Officer.
- Procedures will be developed by the Board to assist Privacy Officers in their task of ensuring that the Board and staff adhere to the principles contained in the Act in all aspects of their work for the Board.
- The procedures will be designed to comply with the principles contained in the Privacy Act 1993 which specify requirements in terms of:
 - purpose of collection of personal information
 - source of personal information
 - manner of collection of personal information
 - storage and security of personal information
 - access to personal information
 - collection of personal information
 - accuracy of relevant personal information to be checked before use
 - limits on use and disclosure of personal information
 - unique identifiers
 - correction of information
- In developing procedures, boards should ensure that there are procedures for the collection, use, disclosure, length of time kept and disposal of personal information in the school
- All forms which collect personal information should contain information about the purpose, use, and disclosure of the information collected e.g. applications for appointments, student record cards, enrolment information, information about employees and information about pupils and parents.
- Whenever personal information is collected the collector will supply a statement of the uses of and conditions of disclosure of the information and the possible consequences of non-provision of the requested information and the person's right to have information corrected as circumstances change.

