



# **PERSONNEL MANAGEMENT**



## ROTORUA BOYS' HIGH SCHOOL

# PRIVACY POLICY

### BACKGROUND

The Trustees and management of Rotorua Boys' High School are committed to promoting and maintaining the privacy of all employees, volunteers and others.

### OBJECTIVE

The Board of Trustees will comply with the provisions of the Privacy Act 2020.

### IMPLEMENTATION

1. "Information on a student must be used for the purpose for which it is collected" is to be an overriding principle.
2. The Principal will appoint a privacy officer who will:
  - (a) encourage compliance by the school, with the information privacy principles
  - (b) deal with requests made to the school relating to personal information
  - (c) work with the Commissioner in investigations of any complaint
  - (d) ensure compliance with the Act
  - (e) the school must not charge any person for requesting access to personal information or requesting a correction to personal information held by the school. However if personal information/material is provided to the person the school can require payment of a reasonable charge.
3. The school will ensure that parents and students are aware of the purposes for which information is collected. All forms which collect personal information should contain a statement about the purpose, use and disclosure of information. Copies of this policy should be available if requested.
  - (a) Information about a student's academic progress is available to staff and may be used for

Monitoring and encouraging progress

Reporting to parents

Providing a new school or educational institution with information

Writing references

Class placements

Completing application forms on behalf of the student

Promoting the school (without harm or disadvantage to the individual student)

Other appropriate uses in the interest of the student

- (b) Information concerning a student's behaviour, social skills and discipline is available to staff concerned with the students' welfare and progress. Such information would be available to parents and the student unless it is part of a confidential interview with a counsellor.
- 4. Some personal information (name, current address, phone number, date of birth) may be required by other agencies including:
  - (a) The Ministry of Education
  - (b) The New Zealand Income Support Service
  - (c) The Inland Revenue Department
  - (d) The New Zealand Police
  - (e) The Department of Justice
  - (f) Student Loans Management (only if a student loan is involved)
  - (g) The Department of Immigration (if not a New Zealand citizen or permanent resident)
  - (h) Special Education Service
- 5. Providing information on students to health and welfare agencies or support and guidance agencies is a potential breach of the Privacy Act 2020. Written permission to support referrals should be gained from the student concerned – and the parent if appropriate.

### **Information on Staff**

- 1. At the time of appointment, CV, testimonials are collected and these remain on file. Confidential references should be destroyed after appointment. Academic records, teaching information and other application material are available to the Administration, senior staff, the Principal and the BOT. Applicants for positions are required to confirm that contact can be made with the previous employers of the applicant or referees listed on the application.
- 2. During a staff members tenure, information concerning performance, such as complaints, correspondence from parents, records of interviews, reports on class observations, reports by the Principal, senior staff and may be filed. Such information is to remain confidential to the parties involved (including the staff member concerned).
- 3. A record is kept of sick leave used.
- 4. Performance Appraisal interviews and records with a supervisor (appointed by the Principal) remain confidential to the parties concerned – but will be kept filed.
- 5. Staff are to have access to all filed materials concerning themselves, and to be able to correct or comment on any such records. The Board may refuse access to evaluative material when such material has been collected on condition that it remains confidential to the Board and the provider of the material. This would include advice and guidance to the Board, investigations, references, reports on findings etc.

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## **ROTORUA BOYS' HIGH SCHOOL**

# **PROTECTED DISCLOSURES ACT 2000 POLICY**

### **BACKGROUND**

The Protected Disclosures Act 2000 came into effect on 1 January 2001. The Act requires that schools have an internal process that staff can use if they wish to make a protected disclosure.

### **OBJECTIVE**

To ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.

### **IMPLEMENTATION**

1. If on reasonable grounds you believe you have information that a serious wrong doing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the Principal.
2. This can be done verbally or in writing. You should identify that the disclosure is being made under the Protected Disclosures Act and is following the board procedure, provide detail of the complaint (disclosure) and who the complaint is against.
3. If you believe that the Principal is involved in the wrong doing, or has an association with the person committing the wrong doing that would make it inappropriate to disclose to them, then you can make the disclosure to the Chair of the Board of Trustees.
4. It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrong doing, and that the allegations need investigation. They can decide:
  - a) To investigate the disclosure themselves
  - b) To forward the disclosure to the Board or a committee of the Board to investigate
  - c) Whether it needs to be passed onto an appropriate authority. If it goes to an appropriate authority they will advise you of the authority now investigating the complaint.
5. If you believe that both the Principal and the Chair of the Board of Trustees may be a party to the wrong doing or in close relationship with the person/s involved in the wrong doing you can approach an external appropriate authority direct yourself.



## **Who is an Appropriate Authority**

6. As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure. An appropriate authority defined in the Act includes:
  - (a) The Commissioner of Police  
The Controller and Auditor General  
The Director of the Serious Fraud Office  
The Inspector General of Intelligence and Security  
The Ombudsman  
The Parliamentary Commissioner for the Environment  
The Police Complaints Authority  
The Solicitor General  
The State Services Commissioner  
The Health and Disability Commissioner; and
  - (b) Includes the head of every public sector organisation, whether or not mentioned in paragraph (a).
7. Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

## **Why can't I just go to the appropriate authority myself?**

8. There are three circumstances when you can go directly to the appropriate authority:
  - a) When you believe that the head of the organisation is also a party to the wrong doing or has an association with the person which would make it inappropriate for them to investigate.
  - b) If the matter needs urgent attention or there are other exceptional circumstances.
  - c) If after 20 working days there has been no action or recommended action on the matter to which the disclosure is related.

Otherwise you need to go through the internal processes.

## **What happens if even the appropriate authority does nothing?**

9. You could then make the disclosure to the Ombudsman (unless they were the authority you have already disclosed to) or a Minister of the Crown.
10. The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above.

## Where can I find out more information?

11. If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.
12. A copy of the Act can be found on the internet at New Zealand Parliamentary Counsel Office / Te Tari Tohutohu Pāremata on <http://www.legislation.govt.nz/act/public/1993/0028/latest/DLM296639.html>

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## ROTORUA BOYS' HIGH SCHOOL

# EQUAL EMPLOYMENT OPPORTUNITY POLICY

### BACKGROUND

Equal employment opportunities is the philosophy of employing the best person available for each job. The legislation relating to this includes the Human Rights Act 1993, State Sector Act 1988 (Good Employer), Equal Pay Act 1972, Disabled Persons Community Welfare Act 1975, Parental Leave and Employment Protection Act 1987, Employment Contracts Act 1991, Health and Safety at Work Act 2015 and Privacy Act 2020.

### OBJECTIVE

Equal employment opportunities consistent with the legislation and principles.

### IMPLEMENTATION

Equal employment opportunities shall apply to all staff, no matter their race, nationality, gender, disabilities, religion, sexual orientation, age or marital status.

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## ROTORUA BOYS' HIGH SCHOOL

# EQUITY POLICY

### BACKGROUND

Equity is the acceptance of all individuals. The legislation relating to this includes most of the legislation identified in 4.1 Equal Employment Opportunities and the Treaty of Waitangi Act 1975 through recognising the principles of the Treaty of Waitangi (see Tikanga of Te Arawa and Ngāti Whakaue Policy and Relationship with Tangata Whenua Policy).

### OBJECTIVE

Social, cultural, ethnic, educational and religious equity.

### IMPLEMENTATION

The School will:

- a. ensure curriculum programmes and other School programmes will not disadvantage or discriminate against any students, parents or caregivers, or staff.
- b. explore avenues of support and assistance to resolve equity issues.

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## ROTORUA BOYS' HIGH SCHOOL

# APPOINTMENTS POLICY

### BACKGROUND

The most valuable resource the School has is its Principal and staff. This is achieved by the best applicant being identified and appointed in an efficient and equitable manner.

Staff are appointed under a variety of contracts, including:

- a. Teaching staff on the current Secondary Teachers' Collective Employment Contract or on Individual Employment Contracts (IEC).
- b. All non-teaching staff are on the appropriate Collective Employment Contract or on Individual Employment Contracts (IEC).

### OBJECTIVE

The best person is appointed.

### IMPLEMENTATION

The Board will establish as required from time to time an Appointments Committee to select and appoint staff to positions that carry more than 4 MU's. The Committee includes the Board Chairperson, the Principal, the Staff Trustee, and others as appropriate to the appointment in question.

Any Trustee with a personal interest in a vacancy or applicant shall immediately advise the Board of their possible conflict of interest and refrain from any further involvement in the selection or appointment process.

Confidentiality will be respected in the selection and appointment process.

The Board will appoint registered teachers wherever possible.

An information pack will be available to all applicants.

#### **Appointment of Principal**

When a vacancy for Principal arises, the Board shall:

- a) establish appointment procedures to select a new Principal;
- b) be involved in all Principal appointment procedures and interviews; and
- c) seek appropriate advice.

The Board's appointment procedure may include the hiring of a consultant for advice on selection of applicants and interviews.

## **Appointment of Deputy Principal(s) and Executive Officer/Business Manager (Senior Management)**

The process established above is followed, with applicants being short-listed by the Appointments Committee and the Principal, after verifying their references.

The Appointments Committee:

- a) will decide how many applicants are to be interviewed;
- b) will conduct the interviews with the option of hiring a consultant to assist;
- c) will make the appointment, taking into account the Principal's recommendations;
- d) has the right not to make an appointment but may re-advertise. In this case applicants will be advised and may keep their applications valid for the second short-listing process;
- e) shall advise the successful applicant of appointment;
- f) will notify the successful applicant of their commencement date.

## **Appointment of Faculty Heads/Leaders of Learning, Teachers, Administration and other support staff**

The job description shall be prepared by the Principal in consultation with appropriate Heads of Faculties/Leader of Learning.

The vacancy is to be placed in the Gazette and/or any other appropriate publication, e.g., newspapers. All applicants are to receive a job description. Applications will be by letter with curriculum vitae.

The Principal:

- a) prepares a list of applicants and consults with the Head of the appropriate Department or senior staff;
- b) verifies the applicants' references;
- c) arranges interview if appropriate;
- d) conducts an interview with assistance from some, or all of the following: Leader of Learning, senior staff, or Trustees as appropriate;
- e) appoints the most suitable applicant and reports to the Board.

If no appointment is made, the position may be re-advertised. In this case applicants will be advised and may keep their applications valid for the second appointment process.

The successful applicant will be advised of their appointment and commencement date.

Unsuccessful applicants will be advised in writing within three days. If a short-listing process was used, those short-listed will be advised verbally within 24 hours.

## **Appointment of Relieving or Part-time Staff**

This includes short-term and long-term relieving and part-time teaching staff, short-term or part-time non-teaching staff, and administration staff. Any relieving teaching position that is one year or longer shall be treated as an Assistant Teacher.

The Principal has sole discretion for appointing relieving or part-time staff and will report to the Board on such appointments as appropriate.

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## ROTORUA BOYS' HIGH SCHOOL

# POLICE VETTING POLICY

### BACKGROUND

The Board is responsible for taking reasonable measures to protect students from harm (NAG 5) and ensure all employees maintain standards of integrity and conduct.

### OBJECTIVE

That the school appoints well qualified staff who have a clean record and thus no risk to the wellbeing of students at the school or hostel.

### IMPLEMENTATION

#### Who needs a Police Vet

1. Non-teaching staff in schools who do not have a LAT.
2. Contractors who regularly work at school during hours of operation (regularly define as contractors who work for more than one week continuously at the school i.e. building projects) and contractors who work regularly at the school over the course of a school year e.g. plumber/electrician etc.
3. Employees of contractors (as above) who regularly work as above at school during hours of operation and for more than one week continuously at the school.

#### Who will handle the vetting process

1. The Principal will determine those requiring a Police Vet.
2. The Principal's PA will submit electronically the completed Consent to Disclosure of Information form to the NZ Police Electronic Vetting Service.
3. When the Police Vet has been received by the Principal's PA, the Principal will determine whether the vet is "satisfactory". A "satisfactory" vet contains no serious/major convictions/information that:
  - a. Indicates that a person will jeopardise the safety of children, that is, a conviction for sexual offences or offences involving violence
  - b. The person will be a harmful example for children for instance, convictions involving possession or supply of drugs
  - c. Indicates that a person is not suitable for the particular job for instance, fraud/theft convictions if the job involves handling money

A record of the vet having taken place must be kept.



The Police may stamp a vet with a recommendation that an individual does not have contact with children. In this case the Principal shall consult with the Board Chair and NZSTA personnel before taking action.

The person must be given the right to respond but it is likely an employee may need to be suspended or found alternative duties.

### **Contractors**

When a contract is let, the contractor must have their employees vetted through the NZ Police Vetting Service and cover all associated application costs as defined above.

It is expected that all employees of the contractor will have a “satisfactory” Police Vet and maintain appropriate standards of behaviour consistent with the school’s policies.

### **Valid period**

Police vets are to be renewed every three years.

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## ROTORUA BOYS' HIGH SCHOOL

# STAFF DEVELOPMENT AND APPRAISAL POLICY

### BACKGROUND

Once staff have been appointed there is a need for additional training, personal development and appraisal. The initial basis for this is in the job description. Staff who have improved their teaching and professional skills will generally enhance students' development. Staff appraisal identifies where additional training is required for both the staff member and the school. The school has a comprehensive performance appraisal process.

### OBJECTIVE

A staff team with a highly developed and improved teaching and management skills.

### IMPLEMENTATION

- All staff will have a job description which will form the basis of a professional conversation.
- All support staff will undergo a performance review as part of the annual appraisal cycle for support staff.
- All teaching staff will undergo a professional conversation as part of the established Professional Growth Cycle.
- Key performance indicators (KPI's) are established and recorded at the beginning of the review period and are co-constructed by the staff member in consultation with the reviewer.
- Review of staff is the direct responsibility of the Principal, who in turn may delegate to appropriate Deputy Principal.
- Staff may have the opportunity to discuss the choice of their reviewer with the Principal if they wish.
- The Board of Trustees Chair determines, in consultation with the Principal, a process for evaluating the Principal's performance.
- A review process is available for those who believe the conclusion of their performance review may be inaccurate.
- All aspects of the review process must be confidential to the staff member, reviewer, Principal and Deputy Principal responsible for the review/Professional Growth Cycle process.

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## ROTORUA BOYS' HIGH SCHOOL

# PRINCIPAL'S PROFESSIONAL LEADERSHIP AND ANNUAL PERFORMANCE REVIEW POLICY

### BACKGROUND

It is the policy of the Rotorua Boys' High School Board of Trustees to review the Principal's performance on an annual basis with the objective of ensuring high quality education opportunities for the students of the school.

### OBJECTIVE

Effective leadership of Rotorua Boys' High School.

### IMPLEMENTATION

1. The review process will result in an assessment of the Principal's performance on an annual basis, identifying any training/professional development needs for the Principal to undertake.
2. The Principal's performance will be formally reviewed on an annual basis by the Board Chair or delegate(s) and, at the Board's choice, an independent consultant who specialises in education and is able to review the effectiveness of the education provided.
3. The criteria for review will be based on the objectives set in the Annual Plan/Principal's Review, the objectives being drawn from the school's strategic plan, the Principal's job description, and professional standards.
4. If there is any disagreement between the Principal and the Board as to the objectives, the Board, after considering the Principal's input, will amend and confirm the amended objectives or confirm the unchanged objectives. The Board's decision will be final.
5. The Board Chair or delegate(s) may seek feedback on the Principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the Principal has performed.
6. The Chair will report back to the Board the result of the review. This may be discussed in committee with the Principal absent.
7. The Performance Agreement and results of the review are confidential to the Principal and the Board unless both parties agree to wider distribution.
8. In the event of a dispute relating to the review results, the Board may choose to exercise its right to make a final decision or appoint an independent mediator to mediate. Ultimately the Board will have responsibility of any final decision.

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## ROTORUA BOYS' HIGH SCHOOL

# ADVICE AND GUIDANCE PROCEDURE – COMPETENCY POLICY

### BACKGROUND

The school desires to have the highest quality teaching staff available.

### OBJECTIVE

To provide the necessary advice, guidance and support where issues arise around competency following performance reviews/appraisals and attestations.

### IMPLEMENTATION

As prescribed in the Secondary Teachers Collective Employment Contract.

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## ROTORUA BOYS' HIGH SCHOOL

# LEAVE POLICY

### BACKGROUND

All staff leave is granted at the discretion of the Principal or Board. Generally, staff will be expected to arrange their leave to coincide with school holidays. This policy is for leave not taken over the school holidays and for staff sabbaticals. (See *School Management Document: Staff Sabbaticals*)

### OBJECTIVE

Fair and reasonable leave for staff outside school holidays.

### IMPLEMENTATION

All leave will be subject to the provisions of the contracts identified in the Appointments Policy. These apply to all staff and long term relieving teachers (greater than one year) and support staff.

Leave for all staff is at the discretion of the Principal with the Board informed of all long term leave.

Every application for leave will be considered both on its merits and having regard to the following:

- a) educational benefit to the staff member or other benefit to the school, if the leave is for study;
- b) availability of relieving staff;
- c) disruption to the classroom and school;
- d) personal circumstances including parental leave;
- e) length of service to the school including seniority, past contributions and previous applications;
- f) early application, wherever possible at least one term in advance;
- g) any other factors (see Secondary Teachers' Collective Employment Contract.)

Leave without pay includes:

- a) long term study leave which may be granted for up to one year.
- b) long term leave may be granted for up to one year where a teacher has had more than three years continuous service.

Short-term leave may be granted for up to one term.

When leave is granted the Board and teacher are bound to the leave period. If circumstances for the teacher change, the teacher may apply for re-employment before the agreed time upon agreement between the teacher and the Board, Principal and relieving teacher (if present).

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## **ROTORUA BOYS' HIGH SCHOOL**

# **TIMETABLE POLICY**

### **OBJECTIVE**

- a. To ensure the needs of students is the first and key priority in the timetable development.
- b. To ensure fairness and transparency in the timetabling process.
- c. To comply with the conditions of the Secondary Teachers Collective Agreement (STCA).

### **BACKGROUND**

A school timetable is developed annually to reflect how the school offers the curriculum, the learning needs and academic pathways of students and available staffing resources. The STCA sets out particular requirements for non-contact hours and average class sizes that are to be incorporated into the timetabling process.

### **IMPLEMENTATION**

1. The Principal determines the allocation of staffing for the school annually using the GMFS and any Board of Trustee staffing contribution as a basis.
2. The Principal determines the number of classes that will operate at each level and in each subject using student enrolment data and subject choice information gathered from students.
3. Leaders of Learning in consultation with their staff, Principal and Timetabler allocate classes to staff.
4. A timetable team constructs a timetable in readiness for the start of the New Year that meets the needs of the school and its students and is based on the allocations made by Leaders of Learning and the Principal.
5. The timetable team consults with Leaders of Learning and the Principal should changes have to be made with allocations originally given.
6. The non-contact requirements as described in the STCA for full-time teachers, part-time teachers and those with permanent MU's are provided.
7. The school will endeavour to provide extra non-contact time for Leaders of Learning responsible for beginning teachers as described in the STCA and will also endeavour to provide one additional hour per MU for each permanent MU.



8. In special circumstances and where a genuine reason exists, teachers may be asked to temporarily forego their minimum entitlement to non-contact. These would be in times of emergency when no day reliever can be found and teachers holding more than the minimum non-contacts are unavailable.

In these instances a tally of “extra relief periods” will be kept and accumulated and can be taken as time in lieu by the mutual agreement of both parties within the year in question.

Situations where teachers volunteer to cover for their colleagues whilst on leave for ‘non-contract’ reasons are not included.

9. The contact time specified in the contract will only be exceeded in special circumstances and after consultation with the teacher concerned. In this case:
- a. A teacher may not be assigned relief or minimal relief cover may be assigned to that teacher. NOTE: There can be no guarantee that no relief cover will be given.
  - b. A teacher may not have a house group allocated or
  - c. A financial arrangement may be made in extreme cases.
10. In allocating classes to teachers, the Principal will use reasonable endeavour to achieve, for each teacher an average class size of 26 students or fewer.
11. To allow for a settling down period, to cater for new student enrolments and student option changes, the average class size for teachers will be based on 1<sup>st</sup> March numbers.
12. Where a teacher has an average class size that exceeds the 26 student threshold, then an agreed (between the teacher and Principal) compensatory mechanism will be provided that may include provision of extra non-contact time or reduction of other duties or allocation of an MMA.

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## ROTORUA BOYS' HIGH SCHOOL

# INCLUSION POLICY

### BACKGROUND

The Education Act entitles students with special education needs to full inclusion in the state education system. The National Education and Learning Priorities (NELP) require schools to assist all students to realise their full potential, to identify and remove barriers to achievement, and to identify and support those students with special needs.

Rotorua Boys' High School's inclusion policy outlines our commitment to meeting our students' needs in every classroom as much as possible. Inclusion means valuing all students and all staff in all aspects of school life. It involves removing barriers to presence, participation, and achievement. It is one of the eight principles set out in The New Zealand Curriculum. This policy applies to all students, but it is particularly important when considering the achievement of Māori and Pasifika students and students with special educational needs.

### OBJECTIVE

In line with the Ministry of Education's 'Success for All – Every School, Every Child' we have three key expectations for inclusion in our school:

- **Value Everyone:** We value the contributions of all children and young people, and their families, whānau and communities.
- **Respect Diversity:** We recognise that every learner is unique and we build on their identities, interests, languages and cultures.
- **Equity for All:** We identify and remove any barriers to achievement.

### IMPLEMENTATION

To be an inclusive school we will :

1. Meet the individual needs of every student, by ensuring that they are supported in realising and fulfilling their potential.
2. Ensure that there is equity of educational opportunity for those with specific learning needs.
3. Provide professional development opportunities for all teachers about gifted and talented students so that their programmes will recognise and promote activities that will meet the needs of all students.

## GUIDELINES

### Management will :

1. Establish processes for identifying learners with Special Education needs.
2. Identify, use, coordinate and manage the services and support available to learners with Special Education needs.
3. Continue to adapt the schools physical environment to meet the needs of all students.
4. Establish inclusive systems for planning, monitoring and reporting for all students.
5. Establish partnerships with parents, families, whānau and the community regarding student learning and achievement.

### Teachers will :

1. Promote an achievement-oriented culture and have high expectations of all learners..
2. Be skilled using *the New Zealand Curriculum* and *Te Marautanga o Aotearoa* to meet the learning needs of all students.
3. Learning programmes will be planned to provide each student with learning experiences and challenges that relate to their interests, needs and goals.
4. Support staff will, with the appropriate knowledge and skills work within classrooms alongside the teacher.
5. Teachers will develop respectful relationships with learners.
6. Teachers will monitor the impact of their teaching on learners.
7. Ensure all students have the opportunity to take part in a full range of experiences outside of the classroom.
8. Be provided with professional development relating to inclusive practices.

## ROLES OF KEY PEOPLE

1. **RTL** - The RTL at Rotorua Boys' High School is responsible for the transition of students who are on the RTL roll at a contributing school. The RTL will ensure that there is a smooth transition into Year 9 and that the required support is in place.
2. **SENCO** – The SENCO at Rotorua Boys' High School identifies, uses, co-ordinates and manages the services and support available to learners with special education needs. The SENCO has processes for identifying students with special education needs.

### 3. LEARNING SUPPORT CO-ORDINATOR –

1. Learning support encompasses the range of practices, systems, supports, and services that help children and young people with diverse strengths and needs to experience success in their learning and relationships. These are underpinned by the inclusive values that ensure that education settings are welcoming places for all learners and their whānau. Children and young people with learning support needs are part of the natural diversity of every learning environment.
2. At Rotorua Boys' High School the Learning Support Coordinator role has a pastoral focus. The Learning Support Coordinator will engage with students and whānau who require support to engage with learning due to **disadvantage**, behaviour issues, attendance issues and mental health issues. The Learning Support coordinator will work collaboratively with students and their whānau, our Guidance Counsellors and Pastoral Committee. The Learning Support Coordinator will be the link with the other Learning Support Coordinators within the Kāhui Ako, external agencies and the Ministry of Education.

### KEY PROCESSES

1. The SENCO and the Learning Support Coordinator will have shared responsibility for compiling and maintaining the Learning Support Register.
2. The SENCO and LSC will meet with the SENCO's of all contributing schools within the Kāhui Ako and collect the relevant data for students who have identified special needs and establish the required support required for that student..
3. All Year 9 Students will be assessed at the beginning of the school year using AsTTLe Reading and Mathematics Tests as the first step to identify strengths and weaknesses. Year 9 students in the mainstream classes will have a further diagnostic reading assessment to identify possible Literacy difficulties. Students who are identified through this assessment process will be placed on the Literacy Support Register.

## THE LEARNING SUPPORT REGISTER

- The Learning Support Register is compiled by the SENCO and Learning Support Co-ordinator. The Learning Support Register will include the names of students who require support in order to access the curriculum.

### LEARNING ISSUES

Teacher informs SENCO. All relevant information is presented.



SENCO collects more data (may include observation). The SENCO may seek other advice.



Parents, guardians and whanau are involved. A school based IEP or IBP are completed if necessary and the student is placed on an in-school support programme if available. The IEP or IBP is implemented.



Problem Resolution.  
Monitoring continues.



Problem Unchanged.  
Intensive action with specialist help.

### ENGAGEMENT ISSUES

Dean identifies an issue.



Dean presents information to LSC



LSC works with whānau and other relevant agencies.



Problem Resolution.  
Monitoring continues.



Problem Unchanged.  
Intensive action with specialist help.

## WHAT AN INCLUSIVE SCHOOL LOOKS LIKE

The Ministry of Education Provides the following document that details what an inclusive school looks like as attached.

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## **ROTORUA BOYS' HIGH SCHOOL**

# **MANAGING INCIDENTS INVOLVING VIOLENCE AND/OR PHYSICAL RESTRAINT POLICY**

### **BACKGROUND**

This policy has been developed in recognition that challenging situations can arise within the school context, and in some cases physical restraint may be appropriate. The challenging situation can be between students or between a staff member and a student.

Physical restraint is using force to prevent, restrict, or subdue the movement of the whole or part of a student's body against the student's will.

It is a severe intervention and should only be used as a last resort.

Its use is limited to teachers and authorised staff members and only when:

- physical restraint is necessary to prevent imminent harm to the student or another person,
- the authorised staff member reasonably believes there is no other option, and
- the physical restraint is reasonable and proportionate.

The Education (Physical Restraint) Rules 2023 came into force on 7 February 2023, replacing the Education (Physical Restraint) Rules 2017 (copy attached).

The 2023 rules strengthen the 2017 rules by ensuring boards have policies and procedures ensuring the safety and well-being of staff and students when faced with student distress and the use of physical restraint.

### **OBJECTIVE**

To provide clear guidelines to staff around processes related to the handling of such incidents to ensure a safe working environment for staff and a safe school environment for students.

### **PRINCIPLES**

That both staff and students have rights in such situations but both must also be accountable for their actions.

That staff and students must feel safe and supported in the school environment.

## IMPLEMENTATION

1. At all times procedures contained in the RBHS MSB Document should be followed.
2. Teachers and authorised staff when faced with situations of violence between students must place first and foremost the safety of self and others.
3. Authorised staff members for Rotorua Boys' High School include all non-teaching staff members of the Schools Guidance, Attendance and Hostel staff teams.

Specifically :

- Social Workers
- Youth Workers
- Attendance Officers
- Director of Boarding

The above as named on a current staff listing. This represents for those named Board authorisation to restrain under the terms of this policy.

4. Teachers and authorised staff may use fair and reasonable force in making safe a situation but must realise that in so doing they must be able to justify to others their actions.
5. Teachers and authorised staff should attempt to de-escalate the situation and therefore not become embroiled themselves in a violent situation between students.
6. Teachers and authorised staff should send for immediate assistance from Senior Management by phone if possible and/or by sending a student to the school reception to request support.
7. Teachers and authorised staff should not leave the incident involving violence between students unless by remaining compromises that staff member's personal safety.
8. Teachers and authorised staff at the incident should strongly demand students to stop or demand students to step back.
9. Teachers and authorised staff at the incident can request the support of students to separate those involved provided this can be done safely and escort those involved to the SMT on duty.
10. Teachers and authorised staff must also observe and monitor the events of the incident to provide an accurate report of the incident.
11. Teachers and authorised staff must report all incidents of violence both verbally and in writing using the MSB email referral process as soon as possible after the incident.
12. Records of incidents involving the use of physical restraint must be kept for a minimum of 10 years.
13. In the case of a serious incident a Serious Incident Report Form (this form as attached to this policy) must be collected from Reception and must be completed as soon as possible after the incident and handed directly to Deputy Principal – Student Support who will decide the appropriate action from that point.



14. In the case of an incident of physical restraint by a staff member the Ministry of Education developed Staff Physical Restraint Incident Report Form as attached to this policy must be completed and emailed to [physical.restraint@education.govt.nz](mailto:physical.restraint@education.govt.nz)
15. Any staff members who are not teachers must have formal authorisation from their employer (the board) before using physical restraint.
16. Support plans must be developed for students who are at risk of requiring physical restraint.
17. In addition, parents must be given reasonable opportunity to actively participate in a debrief session.
18. Monitoring the well-being of staff and students involved in any incident requiring the use of physical restraint.
19. All teachers and authorised staff must be trained in the use of physical restraint – [including completion of the MoE online modules](#).

**Reviewed:**           **May 2023**

**Approved by the Board:**  **Date: 23 May 2023**

**Next Review:**       **2026**



ROTORUA BOYS' HIGH SCHOOL  
**Serious Incident Report**

Name of Student: .....  
House Group: ..... Class:.....

*(Details to be completed at Reception)* Home Telephone .....  
Emergency Contact: .....Contact Number: .....

State (a) Date and Time of incident .....  
(b) Place where incident occurred .....  
(c) If the incident occurred during lesson, what lesson .....  
(d) Name of supervising/relief teacher .....

Give full particulars of incident and state exactly how it occurred

.....  
.....  
.....

Nature and Extent of injury .....

Has any intimation of fault been made .....

When and by whom was the incident reported .....

Names of witnesses of the incident (if appropriate) .....

Was the student given first aid .....

By whom .....

Was the parent informed..... When.....

Was the student taken to a doctor, nurse or hospital .....

Date \_\_\_\_\_ Signature \_\_\_\_\_

Name \_\_\_\_\_

**Note:**

1. Please hand this "Serious Incident Report" to Reception.
2. Please prepare a full and detailed written record of all circumstances surrounding the incident including if possible statements by witnesses.
3. As soon as possible after the incident hand your completed written report to the Receptionist.

**AC Grinter**  
**Principal**

## Appendix 1: Staff physical restraint incident report form

Report completed by:	Date of incident	Date of report
Name of student		
Date of birth	Gender	M F
Ethnicity		
Time restraint started		
Time restraint ended		
Name/s of staff member/s administering restraint		
Trained in safe physical restraint?	Yes	No
Other staff /adults who witnessed		

  

<b>Place where restraint occurred</b>
Classroom
Corridor
Assembly hall
Outdoor area
Toilet block
Administration area
Other (identify)

  

<b>Behaviour directed at</b>
Staff member – name
Student – name
Self
Property – describe the serious and imminent risk to the safety of self or others

  

<b>Reason restraint was considered necessary</b>
Serious and imminent risk to safety – describe
Actual injury – describe and attach injury form

  

<b>Signatures</b>
Principal or Principal's delegate
Staff member involved
Other staff (witnesses)

Place a copy of this form on the student's file.

**Note:** The information in this form may be the subject of requests made under the Privacy Act 1993 and the Official Information Act 1982.





**Te Tāhuhu o  
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Ministry of Education

# Education (Physical Restraint) Rules 2023



**Te Kāwanatanga  
o Aotearoa**  
New Zealand Government



## Pursuant to section 100 of the Education and Training Act 2020 the Secretary for Education makes the following Rules:

### 1. Title

These rules are the Education (Physical Restraint) Rules 2023.

### 2. Commencement

These rules come into force on 7 February 2023.

### 3. Interpretation

In these rules—

**Act** means the Education and Training Act 2020

**authorised staff member** has the same meaning as in [section 99](#) of the Act

**board** has the same meaning as in [section 10](#) of the Act

**employer** means—

- (a) the board of any type of State school specified in [s189\(b\)](#) of the Act
- (b) the managers of a private school as defined in [section 10](#) of the Act

**physically restrain** has the same meaning as in [section 99](#) of the Act

**principal** has the same meaning as in [section 10](#) of the Act

**school community** has the same meaning as in [section 10](#) of the Act

**teacher** means a person holding a teaching position at a registered school

**working day** has the same meaning as in [section 13](#) of the Legislation Act 2019.

### 4. School policies

(1) By 7 May 2023, every employer must have a policy on reducing student distress and the use of physical restraint that has regard to the guidelines issued by the Secretary for Education under section 101 of the Act, including a process for managing complaints.

(2) Every employer must take reasonable steps to ensure that parents and caregivers, students, school staff and the school community know about the school's policies on reducing student distress and the use of physical restraint.

### 5. Authorisation of staff members who are not teachers

(1) 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.

(2) Every authorisation under sub-clause (1) must be in writing.

(3) The employer must give the employee a copy of the authorisation.

(4) The employer may, by written notice to the employee, revoke an authorisation at any time.

## 6. Information to be made available

(1) Every employer must ensure that the following documents are available to the school community:

- (a) the guidelines issued by the Secretary for Education under section 101 of the Act;
- (b) the names and positions of any authorised staff members; and
- (c) the school's policy on reducing student distress and the use of physical restraint (Rule 4)

## 7. Keeping records

(1) Every employer must keep written records of every instance of physical restraint of a student.

(2) Any record must be kept for a minimum period of 10 years from the date of last action.

## 8. Developing support plans for the prevention of physical restraint

(1) Every employer must ensure a support plan for preventing student distress and de-escalating crisis situations is put in place for any student:

- (a) who the employer identifies as having a high likelihood of being involved in a crisis situation where physical restraint may be used on them; or
- (b) who is subject to the use of physical restraint more than once in a term; or
- (c) at the request of the student's parents or caregivers.

(2) Every employer must ensure the student's parents or caregivers provide written informed consent if a section on physical restraint is appended to the student's support plan.

## 9. Notifying the use of physical restraint

Every employer must ensure that when a student has been physically restrained, the student's parents or caregivers are:

- (a) notified as soon as possible about the incident of physical restraint; and
- (b) 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.

## 10. Monitoring the use of physical restraint

(1) Every employer must take reasonable steps to ensure that:

- (a) any student who has been physically restrained; and
- (b) any staff member who has used physical restraint, has their physical and psychological wellbeing monitored so that appropriate support can be provided if adverse impacts from the restraint occur.

(2) Every employer must ensure that the records kept under Rule 7 are analysed so that trends including increased use of physical restraint can be identified, and appropriate responses to minimise restraint developed.

## 11. Reporting on the use of physical restraint

(1) Every employer must report every incident of physical restraint to the Ministry of Education, including the information in Appendix 1, using the online form, their Student Management System, or by completing and emailing the form attached to these Rules as Appendix 1.

(2) Every staff member who uses physical restraint must complete a staff physical restraint incident report. The employer must place a copy of the form in the student's file and provide a copy to the student's parents and/or caregivers.

## 12. Training and support for staff

Every employer must ensure:

- (a) from 7 February 2024, teachers and authorised staff members have completed the online module on the content of the Guidelines issued under section 101 of the Act;
- (b) 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;
- (c) teachers that the employer identifies as having a high likelihood of needing to use physical restraint are trained in appropriate physical holds by accredited physical restraint practitioners;
- (d) every authorised staff member (who is not a teacher) has been trained in appropriate physical holds by accredited physical restraint practitioners prior to their authorisation.



## Information for the Ministry of Education and for School Board Reporting

Information for Ministry of Education	Date of incident	dd/mm/yy	Date of report	dd/mm/yy
Name of School				
Student's National Student Number (no name) NSN				
Date of Birth	dd/mm/yy			
If the student was physically restrained more than once during the day, indicate how many times?				
Did the student have a support plan?	<input type="checkbox"/> yes <input type="checkbox"/> no			
Was physical restraint a part of the support plan?	<input type="checkbox"/> yes <input type="checkbox"/> no			
Who made the principal aware of the incident of physical restraint?	<input type="checkbox"/> Staff member <input type="checkbox"/> Student <input type="checkbox"/> Parent or Caregiver <input type="checkbox"/> Other			
Has the school notified the parents or caregivers?	<input type="checkbox"/> yes <input type="checkbox"/> no			
Please briefly describe the events that led to the use of restraint				

Was anyone injured due to the use of physical restraint?	<input type="checkbox"/> Staff member <input type="checkbox"/> Student <input type="checkbox"/> Other <input type="checkbox"/> No	
Does the student have a learning support need eg. disability, neurodivergency, specific learning difference (diagnosed or self identified)?	<input type="checkbox"/> yes <input type="checkbox"/> no	If yes, provide details
What is the role of the staff member who applied the restraint?	<input type="checkbox"/> Teacher <input type="checkbox"/> Other	If other, what is their role?
Was the staff member who applied the restraint authorised?	<input type="checkbox"/> yes <input type="checkbox"/> no	
Did the staff member who applied the restraint receive training in physical holds prior to the incident?	<input type="checkbox"/> yes <input type="checkbox"/> no	
Has a debrief meeting been organised?	<input type="checkbox"/> yes <input type="checkbox"/> no	

The Education (Physical Restraint) Rules 2023 require reporting of physical restraint incidents.

Complete the form via the Community Portal or email it to the Ministry of Education at [physicalrestraint.change@education.govt.nz](mailto:physicalrestraint.change@education.govt.nz). Provide a copy to the employer (school board or manager of a private school) and the parent or caregiver.

Note: The information in this form may be the subject of requests made under the Privacy Act 2020 and the Official Information Act 1982.





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[education.govt.nz](http://education.govt.nz)



## **ROTORUA BOYS' HIGH SCHOOL**

# **HARASSMENT POLICY**

### **BACKGROUND**

Rotorua Boys' High School recognises its legal and charter obligations and is committed to ensuring that all staff and students are able to work and learn in an environment free from all forms of violence, harassment and bullying i.e. physical, emotional, sexual, verbal and electronic etc.

### **OBJECTIVE**

Harassment is defined as the improper use of power of a person or group of people over another or others in the form of any unwelcome verbal, visual, written or physical conduct. Sexual harassment is defined in the Human Rights Act 1993 (as attached). All harassment is counterproductive to a healthy school environment.

An environment for students, staff and caregivers that is free from any form of harassment.

Prevent all forms of harassment and bullying by or towards any student or staff member.

Provide a process for staff and students who believe they have been harassed or bullied, to bring about action to stop the harassment or bullying.

Reassure students and staff that any issue will be taken extremely seriously and handled with utmost confidentiality.

Help identify when harassment and/or bullying takes place

### **IMPLEMENTATION**

- Rotorua Boys' High School is committed to ensuring a school-wide approach to prevent harassment and bullying.
- All members of the Rotorua Boys' High School community will be informed of what constitutes harassment and bullying by reference to the definitions set out below.
- An education programme will be established so that all are aware of what constitutes harassment and the procedures to follow to deal with it.
- All members of the Rotorua Boys' High School community have a responsibility to ensure that the school is a safe and secure learning environment.
- Rotorua Boys' High School is committed to resolving issues associated with harassment and bullying by using a range of intervention strategies.

- Rotorua Boys' High School will inform concerned parties when harassment or bullying has occurred, how it is dealt with and the resulting consequences.
- All incidences of harassment and bullying will be recorded on the school's electronic Student Management System.
- When investigating harassment or bullying, the Rotorua Boys' High School staff will act with discretion and at all times remain open-minded showing due concern for the interest of all parties.
- The Board will annually publish contact people (the Board Chair, and two staff – one male and one female) to be points of contact for complaints. At least one of these contact people should be specifically appropriate for students.
- Staff or students wishing to gain help in resolving situations of alleged harassment shall inform a contact person who will advise them of the procedures to be followed.

## **Definitions**

### **Harassment**

There is normally a physical component to the harassment e.g. touch, intrusion into personal space, damage to possessions etc and the victim is normally aware of the harassment as soon as it takes place.

Sexual Harassment includes making a request some form of sexual contact or sexual activity where it contains an implied or overt promise of preferential treatment or an implied or overt threat of detrimental treatment.

### **Bullying**

Bullying is a repetitive attack which causes distress not only at the time of the incident but also by the threat of future attacks. It is characterised by an imbalance of power and can be defined by the negative impact on the person/s being targeted. It can be verbal, physical, social or emotional. It can be done in person by manipulating others to take part, electronic means such as email, text messages, social media.

**Reviewed:**                      **October 2023**

**Approved by the Board:**  **Date: 25 October 2023**

**Next Review:**                **2026**





## ROTORUA BOYS' HIGH SCHOOL

# STAFF DRESS POLICY

### BACKGROUND

All staff members at Rotorua Boys' High School are expected to present themselves in a professional way through their personal presentation.

### OBJECTIVE

It is expected that staff will show sound judgement in choosing suitable dress for their various school duties and should be mindful of the professional relationship that they have with their students.

### IMPLEMENTATION

- Staff need to model good standards of appearance and dress.
- Staff need to be relatively formal in their dress standards particularly when they are meeting with parents or the public, holding meetings or participating in functions.
- Staff need to maintain high standards of modesty as culturally appropriate and as appropriate for a largely male environment.
- Staff need to be aware that in some situations e.g Karakia, in War Memorial Hall, on Marae, that Beanies, Caps and Hats should not be worn.
- Inappropriate dress includes beachwear items such as Jandals, Slides, Board Shorts, T-Shirts and items typically worn for recreational activities. This obviously does not apply to PE/Dance teaching staff.
- Other inappropriate dress includes Jeans, Gumboots and Tights without a longer garment over the top.
- School image and public relations are important. Full co-operation in maintaining dress standards is expected.
- The Principal has discretion over the appearance of the school staff.

Reviewed: January 2022

Approved by the Board: \_\_\_\_\_ Date: 30 March 2022

Next Review: 2025



## ROTORUA BOYS' HIGH SCHOOL

# STAFF SIGNING OUT DURING THE DAY POLICY

### BACKGROUND

It is necessary to be able to account for staff during the school day. To this end the school has established an electronic system at the main office to facilitate this process.

### OBJECTIVE

All staff and visitors at Rotorua Boys' High School must be able to be accounted for at all times to ensure a safe environment in the case of an emergency.

### IMPLEMENTATION

The Vistab system located at reception is for all staff (Teaching and Non-Teaching) to use every time they leave the school campus during the school day to sign out and then again to sign in on their return.

This system is needed to keep our staff safe and to provide knowledge of the whereabouts of all staff in cases of emergency. It is therefore important we use this system not only for visitors to our school but also for staff when exiting the school campus during the school day.

Visitors and contractors are expected to sign in and out when on the school grounds, a sticker will be issued by the machine. If you have a visitor please advise them to sign in at the office, and sign out when they leave.

Reviewed: March 2024

Approved by the Board: \_\_\_\_\_ Date: 27 March 2024

Next Review: 2027