

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON MAKING MANAGEMENT PROCEDURES

Rationale:

For the College to be governed efficiently, the procedures that are written need to reflect the BOT policies and intentions of the Charter. Key issues will be identified and expressed as a written procedure, which will show how the intended outcomes of the policies and Charter are to be achieved.

Purpose:

- To identify the key issues and broad guidelines by which they are to be achieved.
- To provide simple documented statements of school procedures to inform and guide staff, students, parents and Board of Trustees members.
- To provide reference statements for all personnel to provide consistency.
- To provide information where the College stands on an issue at any particular time.

Guidelines:

All procedures will be formulated by the Principal. Any person from the College community may initiate a draft procedure submission to the Principal.

The Principal will involve in consultation, the people who will be directly affected by that procedure.

The Board of Trustees is finally responsible and ratifies all procedures. School staff will implement the procedure.

Procedures will be given a title and listed in a master file.

Procedures should ideally be one A4 page long with simple clear language. They will contain a short rationale purpose, broad guidelines (relating directly to the purpose) and a conclusion.

Procedures will be reviewed periodically by the Principal. The Principal will report periodically to the Board on the implementation of the procedures.

A copy of the procedures will be made available on the College computer network.

Conclusion:

Through consultation, daily school life has a focus deriving from the Board of Trustees Policies and Charter statements and that student learning outcomes are enhanced.

Reviewed May 2005.

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON TREATY OF WAITANGI

Rationale:

Maori are the tangata whenua of Aotearoa and Te Reo and Tikanga are a living part of New Zealand society. All of the St Bernard's community should therefore recognise and understand the bi-cultural heritage of New Zealand.

Purposes:

1. To enable all curriculae to reflect Maori perspectives.
2. To honour the Treaty of Waitangi principles of partnership and ensure they are endorsed in all college matters.
3. To ensure that all aspects of the College Charter relating to equity are met.
4. To enable the entire community to understand, respect and show sensitivity to tikanga Maori.

Guidelines:

1. The teaching of Maori language will be available to all students wanting to learn Te Reo.
2. Staff professional development will include Te Reo Maori, tikanga Maori and cultural sensitivity.
3. The Board of Trustees in partnership with the Maori community will make every effort to have a Maori representative.
4. Appropriate funding will be available in the annual budget to provide resources and facilities, Kaumatua, and other resource personnel.
5. A percentage of the Library collection purchase budget will be earmarked annually for the purchase of Maori resources.
6. Curriculum implementation, pastoral care and all other programmes will reflect Maori values.
7. Curriculum management documents will outline how curriculum leaders identify and address barriers to learning for Maori students and implement strategies aimed at raising Maori achievement.
8. The Board of Trustees will annually, report to Maori community on the achievement of Maori students across the curriculum, and consult with the Maori community on the strategies aimed at raising Maori achievement.
9. The links established with local Marae be maintained and enhanced.

Conclusion:

Implementation of these guidelines will ensure Maori and Taiwi work together to improve bicultural relationships.

ST BERNARD'S COLLEGE

MANAGEMENT PROCEDURES ON SMOKE FREE POLICY

Rationale:

The Board of Trustees recognises that a smoke-free environment ensures that the College promotes good health habits, protects its students and employees and lessens fire hazards.

Purpose:

1. To protect staff, students and visitors from any detrimental effects on their health caused by the presence of tobacco smoke in the workplace.
2. To provide an active role model for students and extended community on smoke-free issues.

Guidelines:

1. The College and grounds are designated as smoke-free.
2. Signs indicating that smoking is not permitted will be placed throughout the College in compliance with the Smoke Free Environments Act, 1990.
3. All staff employed at the College and prospective employees will be informed of the policy and provided with a copy of this policy on request.
4. If any staff member wishes to discuss any matter arising under this policy or make a complaint under *Part 1 of the Smoke Free Environments Act 1990*, he or she should contact the Principal.
5. Accompanying adults on College trips will be informed that St Bernard's College has a smoke free policy and will be asked to respect it.
6. The Health Curriculum delivery will promote healthy lifestyles and in doing so, teaching the consequences and problems associated with smoking in all forms.
7. This policy will be reviewed each year in consultation with the College staff or their nominated representatives.

Conclusion:

A smoke free environment ensures that the College supports and promotes good health habits, protects its students and employees, and lessens fire hazards.

Replaces Policy on Smoking by Staff at the College 27 February 1996

Adopted: 30 May 2000

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON NUTRITION

Rationale:

- Our school has a strong commitment to the health and well-being of our students through the promotion of healthy food and nutrition choice.
- To develop positive attitudes and make links with food and healthy eating practices; setting a foundation for a lifetime of healthy eating.

Purpose:

- To develop a school environment that supports the New Zealand Food and Nutrition Guidelines.
- To promote the importance of physical activity in conjunction with food and nutrition.
- To model the eating of a variety of healthy food.
- To educate students, staff and parents in the knowledge that balance of food and nutrition provide a healthy life style and well being.

Guidelines:

- Food served at school events is to be consistent with the New Zealand Food and Nutrition Guidelines.
- Food served within the canteen will reflect the New Zealand Food and Nutrition Guidelines.
- Food prepared in Food Technology classes will reflect the New Zealand Food and Nutrition Guidelines.
- Healthy eating practice will be taught in classes delivering the Health and Physical Education Curriculum.
- Information about healthy eating will be communicated to and promoted with Families and whanau.
- Staff will be provided with professional development to allow them to take a leading role in promoting healthy eating.

Conclusion:

Through modeling and teaching good nutrition, St Bernard's College will help improve the health of its students.

Consultation 20 June 2006.

Adopted Senior Management 26 September 2006

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON IMPLEMENTATION OF NATIONAL EDUCATIONAL GUIDELINES

Rationale:

The St. Bernard's College Board of Trustees commits itself to implementing fully and effectively the National Administration Guidelines and endeavours to attain the National Educational Goals.

Purposes:

- to develop and implement quality management strategies
- to comply with all legislation relevant to the management of the College

Guidelines:

1. The Board of Trustees will develop and review regularly policies sufficient to provide clear management guidelines.
2. The Board of Trustees will establish sub committees and delegate to them responsibilities sufficient to ensure effective governance for all National Administration Guidelines.
3. The Board of Trustees and the Staff of St. Bernard's College will commit themselves to a Quality Systems Management programme requiring ongoing monitoring, evaluation and reporting.
4. The Board of Trustees will plan effectively for the well being of St. Bernard's College, will consult with and report to the Community regularly.
5. Standing committees overseeing day to day management will have key tasks and expected outcomes documented and approved by the Principal. The Principal will report regularly to the BOT on the activities of these committees.
6. All tasks and responsibilities necessary for the effective implementation of the National Administration Guidelines will be identified, allocated and documented.
7. The Board of Trustees and the College Staff will maintain ongoing processes of self review.

Conclusion:

Adherence to these guidelines results in improved performance and complete implementation of National Educational Guidelines.

Adopted 14 September 1994
Reviewed 28 September 1995
Revised 26 June 1998
Converted to Management Procedure 6 April 2005

**St Bernard's College Board of Trustees
Management Procedure on Sexual Harassment**

Definition of Sexual Harassment

Sexual harassment is defined as any verbal or physical behaviour of a sexual nature, including misuse of visual or written material, which is unwelcome and offensive to the receiver and which is either repeated or of such a significant nature that it has a detrimental effect on a person's education or employment.

It can include :

- sex orientated jokes, cartoons, posters, pin-ups
- sexually suggestive remarks, questions or teasing about a person's gender, sexuality, alleged sexual activities, or personal life.
- staff or students or members of our college community entering rooms unnecessarily where students are showering or changing
- offensive questions, comments, abuse, leering, gestures
- unwanted, unnecessary, deliberate physical contact, touching and gestures
- requests for sexual favours implying promises of favourable treatment or threats of unfavourable treatment
- referring to students or staff or members of our college community using sexual names
- persistent and unwelcome social invitations or telephone calls

Sexual harassment is not :

- Occasional compliments or behaviour based on mutual attraction
- Friendships between equals where both people consent to or enjoy the relationship.

Sexual harassment can occur between :

- Individuals, individual and groups, groups, students, students and adults, and adults

Rationale

Section 62 of The Human Rights act declares sexual harassment unlawful. The St Bernard's College Board of Trustees will not tolerate sexual harassment within the College community.

Purposes

- To provide a safe physical and emotional learning environment free from sexual harassment.
- To ensure that students' and staff self-esteem, reputation, learning, work performance and career opportunities are not detrimentally affected by sexual harassment.

Guidelines

- The Board will ensure that all members of the college community are informed of the nature and implications of sexual harassment, and will act to reduce the risk of its occurrence.
- People who experience harassment will be encouraged to report incidences to the Sexual Harassment officer.
- Complaints will be handled confidentially and complainants protected against any victimisation.
- All complaints of sexual harassment will be taken seriously, investigated quickly, privately and fairly.
- Harassers if students will be dealt with under the current disciplinary policy and procedures; if staff according to the staff conduct and discipline policy and the procedures of their employment contract.
- The Sexual Harassment officer will ensure that students and staff are provided with information as to whom to contact regarding an enquiry or complaint of a sexual harassment nature.

Conclusion

All employees and students have the right to work in , learn in , and be part of , an environment that is free from sexual harassment .

Converted to management procedure 31/3/2005

ST. BERNARD'S COLLEGE**MANAGEMENT PROCEDURE ON COLLEGE VEHICLE****Rationale:**

The College provides an extensive Education outside the Classroom (EOTC) programme and has cultural and sport commitments. The availability of a College vehicle makes it possible in a cost effective manner to provide these services.

Purposes:

- to support the EOTC programme
- to support the cultural and sport commitments of the college
- to have on site a means of transport under the jurisdiction of the college
- to ensure that transportation costs to students are minimized.

Guidelines:

1. The College will make an appropriate investment in the Archdiocesan Car Fund to have the use of a College vehicle.
2. The upkeep of the vehicle will be the responsibility of the caretaker.
3. The person in charge of College accounts will keep a ledger account showing all income from and expenditure on the vehicle. A summary of this will be part of the monthly financial report submitted to the Board.
4. The vehicle will be self-supporting and an appropriate charge will be made to recoup all costs associated with the investment and use of the vehicle.
5. Prior approval for the use of the vehicle for an activity must be obtained from the Principal. Only in exceptional circumstances will the vehicle be available for private use. When an application is made for the use of the vehicle an identified fully licensed adult driver/s must be nominated.
6. The person in charge of the activity involving the approved use of the vehicle is responsible for completing the log book placed in the vehicle.
7. The person in charge of the activity is responsible for collecting student fees. Money collected will be paid within 2 working days of the use of the vehicle to the person in charge of college accounts and noted as paid in the log book.
8. The Principal has discretion to waive in part or in full charges for the use of the vehicle (eg transport of students to a funeral service). Financial assistance may be available to students who cannot afford to pay the student charge for the use of the vehicle.
9. Students and those without a full licence are not permitted to drive the vehicle.
10. The driver of the vehicle who incurs a traffic fine is liable to pay such fine.
11. The driver who is involved in an accident through negligence or disregard of the road code is liable to pay the insurance excess.
12. If the vehicle is involved in an accident, the driver (or the person in charge of the activity, if that is not possible) is required to submit a full written report within 2 working days to the Principal.
13. Drivers are required to familiarise themselves with the operating code available in the glove compartment of the vehicle and follow all procedures indicated in this information.

Conclusion:

The availability of a college vehicle enhances opportunities for students to be involved in EOTC, cultural and sport activities. Observance of the road code ensures the safety of all those involved in these activities.

Adopted September 1990

Reviewed September 1995

Revised 29 September 1998

Converted to Management Procedure 6 April 2005

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ST BERNARD'S COLLEGE MANAGEMNT PROCEDURE FOR PROTECTED DISCLOSURES

Rationale

To comply with the *Protected Disclosures Act 2000*

Purpose

To provide an avenue for disclosure of wrongdoing

To provide a mechanism for investigating disclosures

To provide for disclosure of information to be protected under the *Protected Disclosure Act 2000* (PDA.).

Guidelines

1. The Board of Trustees will publicise this procedure to staff on a regular basis.
2. The Board of Trustees will identify a person to whom disclosures can be made a *Protected Disclosures Recipient (PDR)*.
3. In the event that the Board appoints the Principal to act as the PDR the Board Chair will identify another person as the PDR in the event that information concerns the Principal
4. Protected Disclosure Criteria
5. All employment related matters will be handled in accordance with the Board's personnel complaint's procedure under NAG 3 Personnel Management.
6. All other complaints will be handled in accordance with the Board's general complaint's procedure under NAG 5 Safe Environment.
7. The attached Protected Disclosure Information sheet should be made available to all staff.
8. If the PDR fails to take action or recommend action within 20 working days then the person who has made the disclosure is entitled to take the matters to an appropriate authority and ask them to investigate.
9. This procedure will be reviewed every three years by Senior Management

Conclusion

Staff will be able to make disclosures of wrongdoing which will be investigated in accordance with the protective disclosures act 2000.

Adopted June 2005

Protected Disclosures Information Sheet

1. Prior to making the disclosure you must be an employee of the college and you must have information about a serious wrongdoing and:
 - 1.1 Believe that the information is true or likely to be true;
 - 1.2 Want that information investigated; and
 - 1.3 Wish any disclosure of that information to be protected under the *Protected Disclosure Act 2000* (PDA.).
2. Under the tenets of PDA best endeavours will be made to keep your identity confidential unless you have consented (in writing), or disclosing your identity is essential to:
 - 2.1 The investigation; or
 - 2.2 Prevent serious risk to public health or safety; or
 - 2.3 Having regard to the principles of natural justice.
3. Making the disclosure
 - 3.1 Disclosure about a serious wrongdoing must be made to person designated by the board in this instance the Principal, except where -
 - 3.1.1 You believe the Principal is involved, then pursuant to section 8 of the PDA disclosure may be made to the Board Chair; or
 - 3.1.2 You believe the Principal or Board Chair is or are involved, then pursuant to section 9 of the PDA disclosure may be made to an appropriate authority or
 - 3.1.3 You have already made a disclosure and no investigation or no progress or no action has been taken within 20 working days, then pursuant to section 10 of the PDA disclosure may be made to the local Mayor or Ombudsman.
 - 3.2 Such disclosure may be made in writing by letter or email, by telephone, or in person.
4. Information to be provided at time of disclosure - You will be expected to:
 - 4.1 Identify yourself,
 - 4.2 Identify the person or persons you believe is or are involved in the serious wrongdoing; and
 - 4.3 Specify the nature of the wrongdoing.
5. Manner of Investigation - The person investigating the allegation must use his or her best endeavours to keep the identity of the person making the disclosure confidential unless that person has consented, or disclosing their identity is essential to:
 - 5.1 The investigation; or
 - 5.2 Prevent serious risk to public health or safety; or
 - 5.3 Having regard to the principles of natural justice.
6. Action or recommended action must be taken or made within 20 working days of the date on which the disclosure was made.
7. The investigation must comply with the principles of natural justice which include:

ALL EMPLOYMENT RELATED COMPLAINTS WILL BE INVESTIGATED IN ACCORDANCE WITH THE BOARD'S PERSONNEL MANAGEMENT PROCEDURES

- 7.1 The person investigating the allegation must be unbiased and impartial;
- 7.2 A decision must only be made once all parties involved (or alleged to be involved) in any allegation have been given the opportunity to be heard;
- 7.3 All parties involved (or alleged to be involved) in any allegation must be given reasonable notice of any interview;
- 7.4 All parties involved (or alleged to be involved) in any allegation must be advised that he/she may be represented at any interview;

- 7.5 All parties involved (or alleged to be involved) in any allegation must be given a reasonable opportunity and period of time to respond to the allegation.
- 7.6 The person investigating the allegation must produce a report in writing setting out the nature of the allegation, any responses to the allegation, a copy of any supporting evidence and an assessment of the allegation with recommendations.

Note: This procedure will be followed except where a complaint has been laid with the police. Their investigation will take precedence.

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON PERSONAL SAFETY AND HEALTH IN THE WORKPLACE

Rationale

It is the entitlement of all students and staff to have a safe and healthy working and learning environment.

Purposes

- To promote the safety and security of every student and staff member of St. Bernard's College
- To promote attitudes of respect for both people and property
- To ensure a personally safe environment with conditions which are conducive to high quality teachings, learning and recreation.

Guidelines

1. Students will be discouraged from any form of behaviour which is injurious, physically or psychologically, to others.
2. Verbal or physical abuse of staff or students will not be permitted and any incidents will be treated seriously.
3. Students with behavioural problems which could endanger other persons will be assisted to overcome these by appropriate ongoing counselling.
4. Programmes which minimize bullying will be implemented and their effectiveness reviewed regularly.
5. Hazards and nuisances will be identified and a hazard and maintenance book will be maintained by the Director of Resources.
6. Information on evacuation procedures will be readily available and practice evacuations will be held every term.
7. Staff will be trained in evacuation procedures and provision made for visitors and persons with disabilities.
8. The number of staff trained in First Aid will be maintained at an adequate level.
9. A register of accidents to persons on the College property will be maintained and held in the College office.
10. Hygiene in the kitchen and toilet areas will be maintained at a high standard and adequate handwashing facilities provided.
11. The Health Committee will bring to the attention of the Director of Resources any unsafe areas or unhealthy practices identified within the College.
12. Staff, students and parents will be informed of codes of safe practice in the use of vehicles on College Activities.
13. Unsafe or dangerous equipment will be removed from use as soon as identified.
14. The intent of the Occupational Health and Safety Employment Act 1992 will be followed through in College procedures and policies

Conclusion

Learning and Teaching are enhanced by a safe secure environment.

Note: This policy replaces both

Policy on Safety and Health in the Workplace
and Personal Safety Policy

25/07/95

25/07/95

Adopted 28 April 1998

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON KEEPING ANIMALS

Rationale:

This policy is written to meet the requirements of section 19A(1)(4) of the Animals Protection Act 1960 as amended by section 6 of the Animals Protection Amendment Act 1987.

Purpose:

To ensure the well being of any animals kept on College Premises

Guidelines:

- 1 The keeping of animals on the College Property will be permitted.
- 2 Staff keeping such animals will do so according to the Code of Ethical Conduct for the Care and Use of Animals in School Programmes.
- 3 Manipulative experiments by staff or pupils on live animals will be prohibited.
- 4 Behavioural experiments where the animals can be returned to their living environment undistressed and unharmed will be permitted.
- 5 Accurate records will be kept by staff introducing animals on to the school property recording the date on which particular animals are introduced and the date on and means by which they are removed from the school. Such staff will retain the overall responsibility for the welfare of the animals they introduce.
- 6 Animals kept on the school property will be looked after with the highest standards of care both in school time and during school holidays - such care will include diet, access to fresh water, hygiene and adequate safe housing.
- 7 Any breeding of animals on the school property will be under the control of the staff responsible for such animals

Conclusion:

Clear guidelines ensure that the well being of animals kept at the College is of a high standard.

Adopted 9 August 1994

Reviewed 24 October 1995

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE
MANAGEMENT PROCEDURE ON PRIVACY

Rationale:

The Privacy Act 1993 specified how institutions were to gather, use, and store personal information.

Purpose:

to ensure that the principles of The Privacy Act 1993 are observed in full.

Guidelines

1. A Privacy Officer will be appointed by the Board with the powers and responsibilities granted by the Privacy Act 1993.
2. The requirements of the Privacy Act will be publicised to staff each year.
3. Exemptions allowed for by the Act will be exercised where deemed appropriate by the Principal or the Board of Trustees.
4. The Privacy Officer will monitor and evaluate the implementation of the Privacy Act and report annual to the Board of Trustees.

Conclusion:

Personal information is handled in a fair and lawful manner and the privacy of the individual is protected by explicit, clear procedures and guidelines.

Adopted 9 August 1994

Reviewed 28 November 1995

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON EMERGENCY CLOSURE OF THE COLLEGE

Rationale:

The Board acknowledges its responsibility to protect the health, safety and welfare of staff and students. At times this will most appropriately be done by closing the College under Section 65E of the Education Amendment Act 1991 which empowers the Board to close the College, or part thereof, at any time because of an emergency.

Purpose:

- To provide clear guidelines for the closure of the College in an emergency.
- To ensure that when the health, safety, and welfare of the staff and pupils are compromised, appropriate measures are taken to safeguard them.

Guidelines:

1. when in the opinion of the Principal an emergency arises that threatens the health, safety or welfare of the staff and students he/she will contact the Chairperson or the Deputy Chairperson of the Board immediately
2. in such a situation an emergency committee of the Board (consisting of the Chairperson or delegate, the Principal and at least two other Board Members) shall be authorised to exercise the Board's statutory powers to close the College
3. all members of the Board will be informed as soon as practically possible of any decision taken by the emergency committee to close the College because of an emergency
4. parents and caregivers of pupils will be informed of an emergency closure of the College as soon as possible by the most appropriate means.
5. an evacuation plan for the school will be prepared, and reviewed annually, in consultation with Civil Defence and other appropriate authorities
6. evacuation procedures will be clearly displayed in every room of the College buildings
7. the staff will ensure that the pupils get regular reminders of College's evacuation procedures
8. practice evacuations of the College will be held at least once a term, and the Board will be informed of these in the Principal's monthly report.

Conclusion:

Established guidelines for the emergency closure of the College ensure compliance with legal requirements and safety protocols.

Adopted 19 October 1994

Amended 30 July 1996

Reviewed 27 October 1998

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE**MANAGEMENT PROCEDURE ON FUNDRAISING****Rationale:**

Government funding alone is insufficient to adequately meet the expenditure requirements for the College to deliver the outcomes defined in the Charter. Clear procedures and coordination of fundraising activities are required to safeguard the reputation of the College.

Purpose:

- to provide guidelines, which cover all fundraising activities connected with the College
- to assist and protect those people who take on the responsibility for raising monies from the community
- to provide assurance to the College that such activities are appropriate and are handled in an appropriate manner.

Guidelines:

- 1 Fundraising activities consistent with the goals of the College shall be approved by the Principal, provided clear procedures and accountability exists and provided the timing is appropriate in relation to other approved fundraising activities which may directly compete for community funds.
- 2 Money generated by fund raising shall be handled through systems which ensure financial accountability, and where raised for a specific purpose they shall be expended only for that purpose.
- 3 Every fundraising activity (with the exception of those initiated by the Parents, Friends and Supporters Association) must be approved by the Principal prior to commencement. Application for approval should be supported by details of
 - the purpose(s) for which the funds are to be used
 - names of two adults accepting responsibility/accountability for funds raised and the manner in which the fundraising activity is conducted
 - description of how the funds will be held until disbursed
 - proposed disbursement of residual funds.
- 4 A written report is to be provided to the Principal at the conclusion of the fundraising activity, or for an ongoing activity at the end of each calendar year, giving a summary of the activity and the current position.
- 5 Fundraising by individual pupils for personal benefit will not be permitted, unless for a pupil and his family who have suffered serious loss.
- 6 No compulsion will be placed on staff, pupils or parents to participate in any fundraising activity for general school purposes.
- 7 Time taken from classroom teaching for fundraising will not exceed two whole days per calendar year.

- 8 Fundraising activities that seek the support of the whole College community must be for resources that have the potential to benefit all the pupils.

Conclusion:

Fundraising requires a clear mechanism to ensure that there is accountability for, and that the Principal is aware of, every fundraising activity associated with the College.

Adopted on 19 October 1994

Reviewed on 30 July 1996

Amended 30 May 2000

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON COPING WITH CRISIS

Rationale:

The normal functioning of the Community upset by crisis will be more quickly restored if established guidelines are followed.

Purpose:

- To help all members of the College community to cope effectively and sensitively to a crisis.
- To allow the College community to grieve the loss of one of its members, and provide support in the event of a crisis.
- To help the College community to return to normality with the least possible degree of trauma.

Guidelines:

1. A Crisis Management Team will be set up.
2. The Crisis Management Team will meet immediately following the crisis.
3. St. Bernard's College staff procedures: **"In Time of Crisis"** will be followed.

Conclusion:

Clear established procedures following in times of crisis assists a community to resume their normal life quickly.

Adopted 25th July 1995

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON NON VIOLENCE

Rationale:

The Board of Trustees is committed to providing a physically and emotionally safe environment.

Purpose:

- Students and staff should feel free from intimidation.
- Bullying has a detrimental effect on student learning and emotional security.
- All people in our College are responsible for managing their behaviour in non violent ways.

Definition:

Bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- it can take a number of forms: physical, verbal, gestures, extortion and exclusion
- it is an abuse of power
- it can be planned and organised or it may be unintentional
- individuals or groups may be involved

Bullying may include:

- any form of physical violence such as hitting, pushing, fighting or spitting
- interfering with another's property by stealing, hiding damaging or destroying
- using put downs, belittling others' abilities or achievements
- making degrading comments about another's culture, family, sexuality or religious background
- ridiculing another's appearance
- hurtfully excluding others from a group
- writing offensive notes or graffiti about others
- forcing others to act against their will
- making sexual comments, offensive gestures or inappropriate touching.

Guidelines:

1. The Board will ensure all members of the College community are kept informed of the implications of bullying and will act to reduce its incidence.
2. People who experience or observe bullying will be encouraged to take action.
3. All complaints are taken seriously, investigated quickly, privately and fairly.
4. The College will follow the complaints procedures. Inquiries or complaints can be addressed to any staff member you feel comfortable talking to.
5. All complainants should be assured that they have acted correctly in reporting the incident.
6. A written statement is passed on to the appropriate person.
7. The complainant will be given ongoing support. Follow-up will be discussed with the complainant.
8. Education programmes which promote positive relationships will be taught at all levels.

9. Information about these programmes will be shared with parents, caregivers and the College community.
10. Sufficient financial resources will be made available to develop, maintain, and provide professional developments for these programmes.

Conclusion:

All members of the College community have the right to learn and work in an environment which is free from bullying.

Management Procedure: 6 April 2005

MANAGEMENT PROCEDURE ON THE ADMINISTRATION OF PRESCRIBED MEDICATION

Rationale

Procedures are necessary to administer medication for students when it is impossible for the parent/caregiver to do so.

Purposes

1. To safely administer medication to students prescribed by a GP or specialist
2. To apply effective practices in the safe administration of prescribed medication to students
3. To promote the safety and well-being of students and staff
4. To ensure that guidelines are provided that reflect the capacity and needs of the College.

Guidelines

1. Written authority to administer prescribed medication to their child will be obtained from parents, guardians, caregivers or whanau prior to the administration of any prescribed medication on the "Parent/Caregiver request for School to Administer Medication" form and addressed to the Principal.
2. Prescribed medication will only be administered once an agreement is signed and then only by those named in the agreement. Other medication (e.g. painkillers) will be administered as per directions on the packet and with prior verbal approval from parents/caregivers.
3. The agreement will name the student, the medication (and the amount of two weeks' supply to be held at the College) and the directions for administering it.
4. It is the parent/caregiver's responsibility to supply the school, on a fortnightly basis, with the required medication.
5. Each time any medication is administered a register will be signed by the administrator and student indicating day, time and dosage.
6. If the medication is refused, or not taken (due to student negligence or forgetfulness) this will be noted in the register and the parent/caregiver contacted immediately. The policy on the physical and emotional safety of students will apply, if students refuse (or keep forgetting) to take their medication.
7. If long-term medication is required, the written approval for its administration is updated each term.
8. It is the responsibility of the parents, caregivers, guardians or whanau to inform the College of any change to the student's medical circumstances. If new medication is prescribed a new agreement has to be signed.
9. Parents, guardians, caregivers or whanau will be informed that non-medical staff members will have the responsibility for administering the medication to their child.
10. Staff members who have been selected to administer medication to students will be provided with appropriate information and training.
11. All reasonable care will be taken with security where prescribed medications and drugs are held or administered.
12. Prescribed medication will be held locked in the medical cabinet in the main office:
 - Medication requiring refrigeration will be held locked in the refrigerator by the sick bay.
 - Only nominated staff will have access to the medical cabinet.
 - Student medication will be individually identified

13. It is a contravention against school rules for students to carry any medication without prior authorisation from school management.

Conclusion

Care to act in accordance with a parent/caregiver/GP/specialist instructions will be exercised while taking into account safety precautions.

Parent/Caregiver request for school to administer medication

I/we request that (student's name)
of (address)

.....

be given medication at St Bernard's College.

1. I/we accept that the College does not have a trained medical officer to administer medications.
2. I/we accept responsibility for the decision to give this medication to my/our son and acknowledge the College is in no way responsible for that decision.
3. I/we accept that the College cannot guarantee that the medication will be given at a precise time or by the same person although every endeavour will be made to do so.
4. I/we will notify the College about any changes to dose and recommended time when medication is to be given, and fill out a new consent form.
5. I/we recognise that the medication is given at my/our request and that any future effects on my/our son is not now, or at any time in the future, the College's responsibility.
6. I/we will recognise that the responsibility to provide the College with a fortnightly supply of medication is mine/ours.
7. I/we accept that the College will dispose of unused medication at the end of each year, unless it is collected by me/us.

Name of medication:

Dosage and time to be given at school:

Other directions:

Expiry date of medication (if applicable):

Date when medication is to be stopped:

.....

Special storage requirement (e.g. refrigerator):

Any side effects of medication:

Signed: relationship to student: Date:

Principal

Persons authorised to administer medication (names):

1. 2. 3.

ST. BERNARD'S COLLEGE
MANAGEMENT PROCEDURE ON THE SPECIAL CHARACTER

Rationale:

The Special Character of St Bernard's College is not only taught through the curriculum, but is also witnessed and celebrated through liturgical and sacramental experiences, daily practices and personal relationships within the College.

Purposes:

1. To ensure that the College structures and policies reflect the values of Jesus Christ.
2. To make clear the influence of the Special Character on the whole school.
3. To ensure the support of the sacramental and liturgical life of the Catholic Church and the integration of this into the daily life of St Bernard's College
4. To encourage all members of the school community to reflect in their own behaviour an appreciation of the fact that they are involved in a school promoting Catholic Values.
5. To give the students an opportunity to become a witness to a way of life that integrates our Catholic Christian Faith with contemporary life.
6. To ensure the continuation of the Marist tradition.

Guidelines:

1. Information sent to prospective employees of the College is to contain "The Character of a Catholic School - A brief statement for the information of Teachers," Appendix 3 of the Handbook for the Board of Trustees of Catholic Integrated Schools, August 1995.
2. Newly appointed staff will be assisted in their understanding of the Special Character of the College as part of their orientation and professional development programme.
3. In Service opportunities on the Special Character of the College will be part of the Professional Development programme.
4. All members of the staff will be expected to, according to their strengths and personal convictions, support and promote the Special Character of the College both in their teaching and by their example.
5. The Discipline and Pastoral Care Network will reflect the values of Jesus Christ.
6. Prayer will be an integral part of the daily life of the college.
7. Regular opportunities will be provided for the school community to participate and share in Eucharist and liturgical celebrations.
8. Opportunities to enhance the Special Character, (eg Lenten Appeals) will be utilised where practicable.
9. All Curriculum Managers will ensure that their documentation reflects the intent of the Special Character of St Bernard's College.
10. The Board of Trustees will ensure that the Special Character is maintained and promoted, is reflected in the teaching and the conduct of staff, the general demeanour of the students and the general life of the College.

Conclusion:

The promotion of the Special Character within the College is the responsibility of the whole school community. It permeates all aspects of school life, provide an enlightening faith building environment and reflects the values of Jesus Christ.

This policy replaces:

Policy on the Curriculum's Relationship to the Special Character	12/02/91
and Policy on the Staff Responsibility to the Special Character of the College	
10/07/90	
Adopted 25/08/98	

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE FOR PROPERTY MANAGEMENT

Rationale:

School grounds, buildings and facilities have to be in a clean, safe and hygienic condition so that a suitable learning environment is provided for students and a good working environment exists for staff.

Purpose:

- to ensure that in property management, consideration is given to Special Character, equity and Treaty of Waitangi requirements, as stated in the Charter.
- to ensure that property management is in keeping with the Health and Safety in Employment Act (1992), requirements and procedures, and to establish a health and safety programme.
- to adhere to the requirements of the Resource Management Act (1991) and the Disabled Persons Community Welfare Act (1975).
- to comply with the conditions of the Private Schools Conditional Integration Act (1975) and the Integration Agreement

Guidelines:

1. The Board of Trustees will appoint a Committee with delegated responsibility to monitor Property matters, and this Committee will report in writing at each monthly meeting.
2. The day-to-day administration of the property is the responsibility of the Principal.
3. All property development and maintenance programmes will be monitored regularly, and reviewed before the beginning of each school year.
4. Capital works needs will be assessed, and the Catholic Education Management Board will be advised of these needs
5. A system of renewing and replacing furniture, furnishings and equipment will be established.
6. A long-term maintenance plan will be developed and reviewed annually
7. A regular maintenance programme will be implemented each year.
8. A preventive maintenance programme will be established and adhered to.
9. A statement of financial requirements for implementing the property programme, as part of the annual budget will be submitted to the Board for approval.
10. A system to report health and safety hazards will be implemented.

Conclusion:

The learning of students is enhanced and staff work more positively, when the College environment is well maintained and is in a clean, safe, tidy and hygienic condition.

Adopted 28 July 1998

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE FOR TUCK SHOP

Rationale:

The Tuck Shop is part of the school environment and of the services offered at the College. It must set an example of good nutritional standards so that students may learn to make healthy food choices.

Purposes:

- to assist students to make healthy food choices by offering for sale at the Tuck Shop a wide variety of nutritious, attractively presented foods.
- to provide a variety of nutritious food and drink at a reasonable price.
- to encourage life-long eating habits which follow the NZ Nutrition guidelines
- to discourage the consumption of high fat/high sugar foods
- to maintain high food standards of hygiene in handling, preparing and serving food
- to provide a service for the benefit of the college and students.

Guidelines:

1. The College will provide the services of a Tuck Shop.
2. The Principal will consider the best contractual option to provide the services of a Tuck Shop, and submit the contract to the BOT for approval before acceptance.
3. The Principal will ensure that the NZ Nutrition guidelines are implemented.
4. The Principal will consult with the Health Committee (or the Health Coordinator and Public Health Nurse in the absence of such a committee) regarding the food and drink sold through the Tuck Shop.
5. The Tuck Shop will promote for sale breads, fruits and vegetables and minimise the availability of refined sugar-rich drinks and fatty and salty foods.
6. The Tuck Shop operator must hold a Food Safety Certificate and ensure that cleanliness and hygiene are of the highest standards at all times.
7. The Tuck Shop operator is responsible for and will abide by any legislation and regulations which govern the preparation, handling, serving and sale of food on the college premises.
8. Seasonal and regular changes of appropriate nutritional foods will be provided for sale.
9. The Tuck Shop will prominently display a price list of all items on sale.
10. Any price increases must have the prior approval of the Principal.
11. The Principal will report annually to the BOT on the tuckshop operations.

Conclusion:

Adherence to the NZ Nutrition guidelines and the preparation and serving of food in a hygienic environment contributes to the total well-being of students and staff.

Replaces Policy on Canteen 1995

Adopted 29 September 1998

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON THE HACKING OF COMPUTERS

Rationale:

It is necessary to protect the privacy of information on pupils, parents and staff held in the College computer systems. This policy is to be read in conjunction with the College Policy on Privacy.

Guidelines:

1. access to such information will be totally denied to pupils and parents
2. access to such information will be restricted to those staff who in the opinion of the Principal have a right to know part or whole of such information in order to exercise their responsibilities in the College
3. the above restrictions will not deny individuals their right to receive personal information
4. the Principal will hold a file of which staff are permitted to access what information held is the College computer systems
5. the College's network supervisor will institute a system of regularly changed passwords that will deny staff access to information other than what they are permitted to know. These passwords will be confidential to the staff members concerned and will not be made known to colleagues or pupils.
6. staff gaining unauthorised access to information held by the College are likely to be required to face disciplinary action by the Board under Section 3.4.1 of the Secondary Teachers' Collective Employment Contract.
7. pupils gaining unauthorised access to information held by the College are likely to be required to face disciplinary action by the Board for gross misconduct.
8. a regular back-up of data will be undertaken by the College's network supervisor.

Conclusion:

Information about pupils, parents and staff held in the College computer system can be accessed only by persons authorized to do so.

Adopted 18 April 1995

Reviewed 30 July 1996

Converted to Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON TRAUMATIC INCIDENTS

Rationale:

A traumatic incident is a stressful experience which occurs suddenly and often unexpectedly. With the suicide or sudden death of a student or staff member a planned response helps minimise emotional stress and assists the College to cope with the crisis and return to normal functioning

Purpose:

- To help all members of the College community to cope effectively and sensitively to a crisis.
- To allow the College community to grieve the loss of one of its members, and provide support in the event of a crisis.
- To help the College community to return to normality with the least possible level of trauma.

Guidelines:

1. A crisis team will be set up. The crisis team will consist of Principal, Director of Pastoral Care, Director of Curriculum, Guidance Counsellor, Form teacher, Dean and appropriate people.
2. The Principal will convene a meeting of the crisis team as soon as possible after the crisis.
3. Set procedures will be followed as outlined in the Trauma Incident Response Plan.
4. Students will be carefully monitored after the traumatic incident.
5. A fund is available to resource, and provide personnel to meet the needs of the school community.

Conclusion:

A College is able to cope with a traumatic incident when it has clearly established procedures to follow.

Management Procedure 6 April 2005

ST. BERNARD'S COLLEGE

MANAGEMENT PROCEDURE ON PHYSICAL AND EMOTIONAL SAFETY

Rationale: The Board of Trustees is required to provide a physically and emotionally safe environment for its staff and students.

Purpose:

- To ensure that staff and students are free from intimidation
- To eliminate any form of bullying
- To ensure that the whole College community (students, staff and parents/caregivers) manages its behaviour in non-violent ways
- To provide a framework for addressing situations that may be physically and emotionally unsafe

Definition:

Bullying is an act of aggression causing embarrassment, pain or discomfort to another:

- it can take a number of forms: physical, verbal, gestures, extortion and exclusion
- it is an abuse of power
- it can be planned and organised or it may be unintentional
- individuals or groups may be involved

Bullying may include:

- any form of physical violence such as hitting, pushing, fighting or spitting
- interfering with another's property by stealing, hiding, damaging or destroying
- using put downs, belittling others' abilities or achievements
- making degrading comments about another's culture, family, sexuality or religious background
- ridiculing another's appearance
- hurtfully excluding others from a group
- writing offensive notes or graffiti about others
- forcing others to act against their will
- making sexual comments, offensive gestures or inappropriate touching.

Guidelines:

1. The Director of Pastoral Care has delegated responsibility to ensure that the intent of this policy is achieved. The Director of Pastoral Care will consult with the Health Committee to implement this policy.
2. Regular and timely documented programmes will be available through the Health Education curriculum to address issues of violence (e.g. bullying, sexual harassment) and the promotion of positive relationships.
3. Information about these programmes will be shared with parents/caregivers and staff before they are delivered.
4. People who experience or observe physically and/or emotionally unsafe behaviour are encouraged to take appropriate action.
5. The College's Complaints Policy and Guidelines will be followed to address reporting of alleged physically and/or emotionally unsafe behaviour.
6. The "restorative justice" approach will be used to address issues of aggression and victim support.
7. Appropriate disciplinary action will be taken against individuals who continue to create a physically and/or emotionally unsafe environment.
8. The Pastoral Care budget will cater for the development of resources, delivery of programmes and professional development needs to support this policy.

Conclusion:

Members of the College community will learn and work in an environment that is physically and emotionally safe.

Converted to Management Procedure 6 April 2005

NATIONAL EDUCATION GOALS

Education is at the core of our nation's effort to achieve economic and social progress. In recognition of the fundamental importance of education, the Government sets the following goals for the education system of New Zealand.

1. The highest standards of achievement, through programmes which enable all students to realise their full potential as individuals, and to develop the values needed to become full members of New Zealand's society.
2. Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.
3. Development of knowledge, understanding and skills needed by New Zealanders to compete successfully in the modern, ever-changing world.
4. A sound foundation in the early years for future learning and achievement through programmes which include support for parents in their vital role as their children's first teachers.
5. A broad education through a balanced curriculum covering essential learning areas with high levels of competence in basic literacy and numeracy, science and technology.
6. Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.
7. Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.
8. Access for students to a nationally and internationally recognised qualifications system to encourage a high level of participation in post-school education in New Zealand.
9. Increased participation and success by Maori through the advancement of Maori education initiatives, including education in Te Reo Maori, consistent with the principles of the Treaty of Waitangi.
10. Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Maori, and New Zealand's role in the Pacific and as a member of the international community of nations.

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NATIONAL ADMINISTRATION GUIDELINES

In order to ensure that the National Education Goals are met, Board of Trustees and Principals respectively, are also required to follow sound governance and management practices involving curriculum, employment, financial and property matters applying to schools. Further details of these requirements are found in the relevant legislation, appropriate contracts of employment, and, from time to time, guidelines promulgated by the Secretary for Education.

1. Board of Trustees must foster student achievement by providing a balanced curriculum in accordance with the national curriculum statements* (ie, the New Zealand Curriculum Framework and other documents based upon it).

In order to provide a balanced programme, each Board, through the Principal and staff, will be required to:

- i implement learning programmes based upon the underlying principles, stated essential learning areas and skills, and the national achievement objectives;
and
- ii monitor student progress against the national achievement objectives; and
- iii analyse barriers to learning and achievement; and
- iv develop and implement strategies which address identified learning needs in order to overcome barriers to students' learning; and
- v assess student achievement, maintain individual records and report on student progress;
and
- vi provide appropriate career information and guidance for all students, with a particular emphasis on specific career guidance for those students who, nearing the end of their schooling, are at risk of becoming unemployed.

Note

*Existing syllabuses are to be regarded as national curriculum statements until they are replaced

2. According to the legislation on employment and personnel matters, each Board of Trustees is required in particular to:
 - i develop and implement personnel and industrial policies, within policy and procedural frameworks set by the Government from time to time, which promote high levels of staff performance, use educational resources effectively and recognise the needs of students;
 - ii be a good employer as defined in the State Sector Act 1988 and comply with the conditions contained in employment contracts applying to teaching and non-teaching staff.
3. According to legislation on financial and property matters, each Board of Trustees is also required in particular to:
 - i allocate funds to reflect the school's priorities as stated in the charter;

- ii** monitor and control school expenditure, and ensure that annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989;
 - iii** comply with the negotiated conditions of any current asset management agreement, and implement a maintenance programme to ensure that the school's buildings and facilities provide a safe, healthy learning environment for students.
- 4.** Each Board of Trustees is also required to:
 - i** document how the national education guidelines are being implemented;
 - ii** maintain an ongoing programme of self-review.
- 5.** Each Board of Trustees is also required to:
 - i** provide a safe physical and emotional environment for students;
 - ii** comply in full with any legislation currently in force or that may be developed to ensure the safety of students and employees.
- 6.** Each Board of Trustees is also expected to comply with all general legislation concerning requirements such as attendance, the length of the school day, and the length of the school year.

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1 (vi) included July 1996

