

# St Paul's College

## School Policies

The following documentation outlines the Board's governance framework and is aligned with St Paul's Charter values

November 2020

The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance.

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# INTRODUCTION

The Board of Trustees of St Paul's College is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education.

To ensure effective school performance, the board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

## Governance and Management

The following are the board's agreed governance and management definitions which form the basis upon which both the working relationships and the board's policies are developed.

Governance	Management
<p>The ongoing improvement of student progress and achievement is the board's focus.</p> <p>The board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the Headmaster. The board and Headmaster form the leadership, with the role of each documented and understood. The Headmaster reports to the board as a whole with committees used sparingly and only when a need is identified in order to contribute to board work.</p> <p>The board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The board delegates all authority and accountability for the day-to-day operational organisation of the school to the Headmaster who must ensure compliance with both the board's policy framework and the law of New Zealand.</p>

In developing the above definitions for St Paul's College the board is mindful of the following excerpts from the Education Act 1989:

Education Act 1989, (Section 75, 72, 76, 65 and 66)

The Education Act 1989 was revised on 13<sup>th</sup> June 2013 to better reflect the board's primary focus of student achievement. The legal and prime responsibility of boards of trustees is determined by Section 75 of the Education Act 1989:

### **s. 75 Functions and powers of boards**

- (1) A school's board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's board has complete discretion to control the management of the school as it thinks fit.

### **s. 72 Bylaws**

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's board may make for the school any bylaws the board thinks necessary or desirable for the control and management of the school.

### **s. 76 Headmaster**

- (1) A school's Headmaster is the board's chief executive in relation to the school's control and management.
- (2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Headmaster –
  - (a) Shall comply with the board's general policy directions; and
  - (b) Subject to paragraph (a), has complete discretion to manage as the Headmaster thinks fit the school's day to day administration.

### **s. 65 Staff**

....A board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

### **S 66 Delegations**

- (1) The governing board of a board may delegate any of the functions or powers of the board or the governing board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:
  - (a) a trustee or trustees:
  - (b) the Headmaster or any other employee or employees, or office holder or holders, of the board:
  - (c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee:
  - (d) any other person or persons approved by the board's responsible Minister:
  - (e) any class of persons comprised of any of the persons listed in paragraphs (a) to (d).

The sections from the Education Act referred to above refer to the "Principal" of the school. St Paul's College is using the designation "Headmaster" rather than "Principal". Thus in the sections quoted above and throughout this policy Document "Headmaster" has been used.

## **Part 1 The Charter**

**The Charter is the College's defining document. This is reviewed annually and updated on the College website.**

## PART TWO GOVERNANCE POLICY

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle.

### ***1. Board Roles and Responsibilities Policy***

The board of trustees' key areas of contribution are focused on four outcome areas:

Representation  
Leadership  
Accountability  
Employer Role

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the annual charter review process 1.2 The board sets/reviews the strategic aims each year 1.3 The board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all board decision making
2. Monitors and evaluates student progress and achievement	2.1 The board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular board meeting, from Headmaster, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Protects the Special Character of the school	3.1 Special Character is obviously considered in all board decisions
4. Appoints, assesses the performance of and supports the Headmaster	4.1 Headmaster's performance management system in place and implemented

The Board	The Standards
5. Approves the budget and monitors financial management of the school	5.1 Budget approved by the first meeting each year 5.2 Satisfactory performance of school against budget
6. Effectively manages risk	6.1 The board has an effective governance model in place 6.2 The board remains briefed on internal/external risk environments and takes action where necessary 6.3 The board identifies 'trouble spots' in statements of audit and takes action if necessary 6.3 The board ensures the Headmaster reports on all potential and real risks when appropriate and takes appropriate action
7. Ensures compliance with legal requirements	7.1 New members have read and understood the governance framework including policies, the school charter, board induction pack and requirements and expectations of board members 7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 7.3 Accurate minutes of all board meetings, approved by board and signed by chair 7.4 Individual staff/student matters are always discussed in public excluded session 7.5 Board meetings have a quorum
8. Ensures trustees attend board meetings and take an active role	8.1 Board meetings are effectively run 8.2 Trustees attend board meetings having read board papers and reports and are ready to discuss them 8.3 Attendance at 80% of meetings (min.) 8.4 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
9. Approves major policies and programme initiatives	9.1 Approve programme initiatives as per policies 9.2 The board monitors implementation of programme initiatives
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	10.1 The Treaty of Waitangi is obviously considered in board decisions 10.2 The board, Headmaster and staff are culturally responsive and inclusive

The Board	The Standards
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) 11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of behaviour adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over governance to new board/trustees at election time	15.1 New trustees provided with governance manual and induction 15.2 New trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act 15.3 Board and trustees participate in appropriate professional development

All policies will be reviewed triennially or from time to time as needed.



## ***2. Responsibilities of the Headmaster Policy***

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

Alongside their professional role, the Headmaster's key contribution to **day-to-day management** of the school is as per the management definition in the introduction to this governance manual.

The Headmaster is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "Headmaster" for responsibility for implementation. From time to time the chair of the board may issue discretions in policies of the school, in minutes of the board, or by written delegation. The responsibilities of the Headmaster are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Headmasters' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek board approval of, and implement an annual plan that is aligned with the board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and terminate relieving and non-teaching staff positions.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the board on controversial social, political, and/or educational issues
14. Keep the board informed of information important to its role.
15. Report to the board as per the boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the board, the Privacy Officer and EEO Officer if deemed appropriate.

Only decisions made by the board acting as a board are binding on the Headmaster unless specific delegations are in place. Decisions or instructions by individual board members, committee chairs, or committees are not binding on the Headmaster except in rare circumstances when the board has specifically authorised it.

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

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

### ***3. Disciplinary Process in Relation to the Headmaster Policy***

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

### ***4. Headmaster Professional Expenses Policy***

A budget for professional expenses and for professional development will be established annually in accordance with the Headmaster's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

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

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

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

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
  2. submit written reports covering the following management areas for each board meeting:
    - Headmaster's management report including:
      - i. Strategic Aim Report
      - ii. Personnel Report
      - iii. Finance Report
      - iv. Variance Report
      - v. Key Performance Indicators
- and,
- the coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
  4. submit any monitoring data required in a timely, accurate and understandable fashion
  5. report and explain financial variance against budget in line with the board's expectations
  6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
  7. report and explain roll variance against year levels and reasons on a per meeting basis
  8. present information in a suitable form – not too complex or lengthy
  9. inform the board when, for any reason, there is non-compliance of a board policy

10. recommend changes in board policies when the need for them becomes known
11. highlight areas of possible bad publicity or community dis-satisfaction
12. coordinate management/staff reports to the board and present to the board under the Headmaster's authority
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets
14. report on any matter requested by the board and within the specified timeframe

## ***6. Special Character***

To ensure that the Catholic Character is reflected in the whole of school life, both in relationships and curriculum.

### **Purpose**

1. To ensure that the curriculum reflects and promotes Christian values.
2. To ensure that the school programme allows for Catholic practices and traditions.
3. To encourage students to recognize that Christianity is a life style which permeates their whole lives and their relationships with others.

### **Guidelines**

The school will:

1. Recognize the rights of the proprietor to supervise the preservation and maintenance of the Special Character of this school.
2. Ensure all staff are aware of pastoral help available for students and themselves.
3. Ensure that opportunities for liturgical celebration are available and that all will be encouraged to take full part in the Church's seasonal celebrations in both Parish and school.
4. Ensure that in the planning of school activities, recognition will be given to the spirit of major Sacred Times, especially Holy Week and Easter.
5. Provide opportunities for staff to increase their understanding of the Catholic Character, and where appropriate, to improve both their knowledge and skills in the areas of religious education.
6. Recognize that Religious Education classes are an integral part of the total education of pupils and ensure that these receive priority in timetabling.
7. Set in motion a process for evaluating the maintenance of the Special Character.

## **6.1 Appointments in relation to Special Character**

### **Rationale**

The Integration Agreement specifies the position of Headmaster and DRS will be tagged and also a percentage of the roll-generated staffing entitlement is to be tagged (determined by formula in s6.4 of the Handbook for Boards of Trustees of Catholic Integrated Schools).

### **Purpose**

1. The positions of Headmaster and Director of Religious Studies (DRS) are “tagged” positions; applicants must be willing and able to teach Religious Education.
2. The DRS (in consultation with the DP) is expected to be able to organise programmes in keeping with the Special Character of the College.
3. Other tagged positions at the College require, as a condition of employment a willingness and ability to take part in Religious Instruction.
4. For all other positions in the College, appointments are to be made with due reference to the College’s spirit and traditions, the principles of EEO Policy and to the ethnic make-up of the community.

### **Guidelines**

1. The Headmaster, in addition to having the ability to take part in Religious Instruction, is also required to be a suitable role model for staff, students and parents in a Catholic school.
2. The position of DRS requires a committed Catholic in good standing who has a sound knowledge of the curriculum as prescribed by the Bishop of the Diocese.
3. Preference for tagged positions is to be given to teachers who have been accredited under the procedures set up by the NZ Catholic Bishops Conference.
4. In applying an equal opportunity policy, the rights of the College to promote and enhance its Special Character means that some appointments from equally competent applicants will be made on the basis of being a practising Catholic.

### **Conclusion**

To ensure staffing is the best that can be provided to implement the Special Character of the school.

## **6.2 The Curriculum’s relationship to the Special character of the College**

### **Rationale**

To ensure that the total curriculum of the College reflects the Special Character of the school.

### **Purpose**

1. To give emphasis to the Special Character of the College.
2. To ensure all subjects taught at the school reflect a Christian perspective.
3. To challenge staff in all subjects to appreciate their role in ensuring the total curriculum reflects the Special Character of the school.
4. To help students and their parents appreciate that the Special Character of the College influences all activities undertaken at the College.

## **Guidelines**

1. All new staff are to be given a copy of the Mission Statement of the College and have the Special Character of the College explained to them as part of their induction procedure under the QMS.
2. All parents are to have the Special Character of the College explained to them at the time of enrolment.
3. All new students to the College are to be made familiar with the Special Character of the College by the DRS or the Chaplain.
4. It is expected that all teaching and learning resources used in the College (eg textbooks) will be in harmony with the Special Character of the College.
5. The College newsletter will continue to highlight aspects of the Special Character of the College.

## ***7. Trustees' Code of Behaviour Policy***

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall:

1. Maintain and understand the values and goals of the school
2. Protect the special character of the school
3. Ensure the needs of all students and their achievement is paramount
4. Be loyal to the school and its mission
5. Publicly represent the school in a positive manner.
6. Respect the integrity of the Headmaster and staff.
7. Observe the confidentiality of non-public information acquired in their role as a trustee and not disclose to any other persons such information that might be harmful to the school
8. Be diligent and attend board meetings prepared for full and appropriate participation in decision making
9. Ensure that individual trustees do not act independently of the board's decisions
10. Speak with one voice through its adopted policies and ensure that any disagreements with the board's stance are resolved within the board
11. Avoid any conflicts of interest with respect to their fiduciary responsibility
12. Recognise the lack of authority in any individual trustee or committee/working party of the board in any interaction with the Headmaster or staff
13. Recognise that only the chair (working within the board's agreed chair role description or delegation) or a delegate working under written delegation, can speak for the board
14. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools
15. Be available to undertake appropriate professional development

I, (name of Trustee), have read and understood this Code of Behaviour Policy and agree to follow and abide by it to the best of my ability.

## ***8. Trustee Remuneration and Expenses Policy***

The board has the right to set the amount that the chair and other board members are reimbursed for attendance at board meetings in recognition that these fees cover the expense of attending board meetings. The Headmaster, as a member of the board is entitled to the same payment as all other trustees except the chair. Currently at St Paul's school;

- 1 The chair receives \$75.00 per board meeting
- 2 Elected board members receive \$55.00 per board meetings
- 3 There is no payment for working group/committee meetings
- 4 Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair
- 5 Attendance costs for professional development sessions will be met by the board of trustees. Prior approval must first be sought
- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

## ***9. Conflict of Interest Policy***

The standard of behaviour expected at St Paul's College is that all staff and board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest.

The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of board members and meet legislative requirements. Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of board meetings, board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

## **10. Chair's Role Description Policy**

The chair of St Paul's College safeguards the integrity of the board's processes and represents the board of trustees to the broader community. The chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the board in order that collective opinion can be developed and a board decision reached. The board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the chair.

### **The Chair:**

1. Is elected at the first board meeting of the year except in a triennial trustee election year where it shall be at the first meeting of the board\*
2. Welcomes new members, ensures that the conflict of interest disclosure is made and the code of behaviour is understood and signed, and leads new trustee induction
3. Assists board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
4. Leads the board members and develops them as a cohesive and effective team
5. Ensures the work of the board is completed
6. Ensures they act within board policy and delegations at all times and do not act independently of the board
7. Sets the board's agenda and ensures that all board members have the required information for informed discussion of the agenda items
8. Ensures the meeting agenda content is only about those issues which according to board policy clearly belong to the board to decide
9. Effectively organises and presides over board meetings ensuring that such meetings are conducted in accordance with the Education Act 1989, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant board policies\*
10. Ensures interactive participation by all board members
11. Represents the board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s and is the official signatory for the annual accounts\*
12. Is responsible for promoting effective communication between the board and wider community including communicating appropriate board decisions
13. Establishes and maintains a productive working relationship with the Headmaster
14. Ensures the Headmaster's performance agreement and review are completed on an annual basis
15. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
16. Ensures any potential or real risk to the school or its name is communicated to the board. This includes any concern or complaint by members of the school community, the wider community or public authorities.

*\* Legislative Requirement*

## ***11. Staff/Student Trustee Role Description Policy***

The staff/student trustee fulfils legislative requirements relating to board composition. The role of the staff/student trustee is to bring a staff/student perspective to board decision making and discussion.

As a trustee the staff/student trustee has an obligation to serve the broader interests of the school and its students and has equal voice, vote, standing and accountabilities as all other trustees.

Staff/Student Trustee accountability measure	Standard
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions
2. To abide by the board's governance and operational policies	2.1 The staff/student trustee has a copy of the Governance Manual and is familiar with all board policies
3. The staff/student trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff/student trustee is not a staff/student advocate 3.2 The staff/student trustee does not bring staff/student concerns to the board
4. The staff/student trustee is bound by the Trustee Code of Behaviour	4.1 The staff/student trustee acts within the code of behaviour
5. It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1 No regular reports received unless a request has been made by the board on a specific topic.

## ***12. The Relationship between the Board and the Headmaster Policy***

The performance of the College depends significantly on the effectiveness of this relationship and as such a positive, productive working relationship must be developed and maintained. The board and the Headmaster form the leadership team and as such clear role definitions have been developed. The Responsibilities of the Headmaster and Responsibilities of the Board policies along with the boards agreed Code of Behaviour should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The Headmaster reports to the board as a whole rather than to individual trustees.
4. Day to day relationships between the board and the Headmaster are delegated to the chair.
5. All reports presented to the board by the staff (unless specifically requested by the board) arrive there with the Headmaster's approval and the Headmaster is accountable for the contents.
6. There are clear delegations and accountabilities by the board to the Headmaster through policy.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information.
9. Neither party will knowingly misinform the other.
10. The board must maintain a healthy independence from the Headmaster in order to fulfil its role. The board is there to critique and challenge the information that comes to it, acting in the best interests of students at the school.
11. The Headmaster should be able to share the biggest concerns with the board.



### ***13. Headmaster's Performance Management Policy***

It is the policy of St Paul's College Board of Trustees to establish a performance agreement with the Headmaster each year\* and review the performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the Headmaster has performed as per the terms of the performance agreement and identifying professional development needs.
2. The Headmaster's performance will be formally reviewed on an annual basis by duly delegated member(s) of the boards and optionally, at the board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be three interim reviews, one per each term preceding the annual formal review, between the Headmaster and chair or delegate(s) to discuss progress.
5. The Headmaster will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, learning and development objectives and fulfilment of additional duties which require concurrence payment.
6. If the Headmaster and the board disagree on the performance objectives, the board, after considering the Headmaster's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
7. The board chair, delegate(s) and consultant may gather information from staff, parents, or any other relevant members of the larger school community who can provide feedback on how the Headmaster has performed. Evidence may include surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The Headmaster and delegate(s) will meet for a formal interview to discuss whether the performance agreement has been satisfied with the Headmaster given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the Headmaster. The Headmaster can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the Headmaster's views before deciding to either amend the report, in accordance with the Headmaster's views, or let the report stand, with the Headmaster's comments attached.
9. The chair/delegate(s)/consultant will present the final report/summary back to the board the result of the review. The Headmaster may/may not be present at the presentation and/but will have the opportunity to address the board. The Headmaster will then exit and further discussion may continue among the board.
10. The Headmaster will be informed personally and in writing of the final outcome following the report discussion.
11. The performance agreement and results of the review are confidential to the Headmaster, the board and their agents unless both parties agree to wider distribution.

\* Legal requirement

## ***14. The Relationship between the Chair and the Headmaster Policy***

The chair is the leader of the board and works on behalf of the board on a day to day basis with the Headmaster.

The relationship principles are to be read in line with the following:

1. The board's agreed governance and management definitions
2. The board's Roles and Responsibilities Policy
3. The Responsibilities of the Headmaster Policy
4. The Chair's Role Description Policy
5. The Trustees' Code of Behaviour Policy

### **Relationship principles:**

1. A positive, productive working relationship between the Headmaster and the chair is both central and vital to the school.
2. This relationship is based on mutual trust and respect.
3. The two must work as a team and there should be no surprises.
4. The relationship must be professional.
5. Each must be able to counsel the other on performance concerns.
6. The chair supports the Headmaster and vice versa when required and appropriate.
7. There is understanding/acceptance of each other's strengths and weaknesses.
8. Each agree not to undermine the other's authority.
9. There is agreement to be honest with each other.
10. Each agree and accept the need to follow policy and procedures.
11. Agree not to hold back relevant information.
12. Agree and understand the chair has no authority except that granted by the board.
13. Understand that the chair and Headmaster should act as sounding boards, both supporting and challenging in order to hold the school to account for achieving the goals and targets that have been set.

## ***15. Meeting Process Policy***

The board is committed to effective and efficient meetings that are focused at a governance level and provide the information the board needs to be assured that all policies, plans and processes are being implemented and progressing as planned. Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be posted on the board of trustees' notice board and available at the meeting place for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
  - make the reasons for excluding the public clear
  - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
  - all trustees who wish to participate in the meeting have access to the technology needed to participate, and
  - a quorum of members can simultaneously communicate with each other throughout the meeting.

## **16. Meeting Procedure Policy**

(an \* denotes legislative requirement)

Members of the school community are encouraged to take an active interest in the school and its performance and are welcome to attend all board meetings within the *Public Attending Board Meetings Procedure*.

### **Board meetings;**

#### **General:**

- Scheduled Meetings are held upto 10 times a year with dates confirmed each December for the following year.
- Board minutes will be taken and approved at the following meeting.
- The quorum shall be half the members of the board currently holding office.\*
- Only apologies received from those who cannot be present must be recorded. Trustees who miss three consecutive meetings without the prior leave of the board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the board at a board meeting and the board must make a decision.\*
- The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected board.\*
- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.\*
- Any trustees with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.\* A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the board.
- Only trustees have automatic speaking rights.
- The board delegates powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The board delegates authority to the deputy Headmaster in the times of absence of the Headmaster.
- The amount the chair and other board members are paid for attendance at board meetings is set by the board. Currently the chair receives \$75 per board meeting and board members receive \$55 per board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for trustees and \$825 for the chair.

#### **Time of meetings:**

- Regular meetings typically commence at 5.30pm and are expected to conclude within 2 hours of commencement.
- If a meeting extends 30 minutes beyond the 2 hour time frame, a majority of Trustees may vote to close the meeting and have any outstanding business held over to the following meeting, or be considered as a special meeting.

#### **Special meetings:**

- The Chair may call a special meeting at any time subject to due notice to all trustees.
- A special meeting may be called by delivery of notice to the chair signed by at least one third of trustees currently holding office.

**Exclusion of the public:**

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.\*

**Public participation:**

- The board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the board.

**Motions/amendments:**

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

**Tabling documents**

- When written information is used in support of a discussion, it should be tabled so that it can be examined by those present. It then forms part of the official record.

**Correspondence**

- Correspondence that requires the board to take some action will be distributed prior to the meeting.

**Termination of debate:**

- All decisions are to be taken by open voting by all trustees present.

**Lying on the table**

- When a matter cannot be resolved, or when further information is necessary before a decision can be made, the matter can be left unresolved for future discussion.

**Points of order**

- Points of order are questions directed to the chair which require an answer or a ruling. They are not open to debate and usually relate to the rules for the running of a meeting.

**Suspension of meeting procedures:**

- The board's normal meeting procedures may be suspended by resolution of the meeting.

**Agenda:**

- Agenda items are to be notified to the chair seven days prior to the meeting
- Late items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- The order of the agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the board are to be agended as separate meeting items.
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation.
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

- Papers and reports are to be sent to the board five working days before the meeting

## **Minutes**

- The Headmaster is to ensure that secretarial services are provided to the board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the chair for approval within seven working days of the board meeting before being distributed to trustees as soon as practical after the meeting.

## **16.1 Public Attending Board Meetings Procedure**

The board of trustees welcomes public presence at board.

In order that members of the public understand the rules that apply to them attending board meetings these procedures will be provided and followed unless otherwise authorized by the board.

- 1 Board meetings are not public meetings but meetings held in public.
- 2 If the meeting moves to exclude the public (usually this is to protect the privacy of individuals) then the public will be asked to leave the meeting until this aspect of business has been concluded.
- 3 Members of the public may request speaking rights on a particular subject that is on the agenda. Preferably this request has been made in advance. Public participation is at the discretion of the board.
- 4 Speakers shall be restricted to a maximum of 3 minutes each per subject, with a time limit of fifteen minutes per interest group.
- 5 Any speaker is limited to speaking only once unless the Chair otherwise approves.
- 6 No more than five speakers on any one topic.
- 7 Speakers are not to question the board and must speak to the topic.
- 8 Board members will not address questions or statements to speakers unless with agreement from the Chair.
- 9 Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
- 10 If the chair believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

**Please note:** Members of the public include staff, students and parents of the school who are not trustees on the board.

## **16.2 Meeting Agenda**

A typical agenda will include the following items.

- a. Trustees Present
- b. Apologies
- c. Guests Present
- d. Opening Pray
- e. Minutes from Previous meeting to be confirmed
- f. Signing of Attendance Register
- g. Headmaster's report
- h. Other College reports
- i. Finance report
- j. Property report
- k. Other Committee Reports
- l. Other Items
- m. General Business
- n. Next meeting

## **17. Board Induction Policy**

The board is committed to ensuring continuity of business and a smooth transition when trustees join the board. Therefore,

1. New trustees will be welcomed on their joining the board:
  - Where and when they can pick up their governance folder
  - The suggested date of the induction
  - The date of the next board meeting
  - Chair and Headmaster contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
  - Charter – including the strategic and annual/operational plans
  - Policies
  - The current budget
  - The last ERO report
  - The last annual report
  - Any other relevant material
3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The Headmaster and Chair or delegate, will brief all new members on the organisational structure of the school.
5. The Headmaster will conduct a site visit of the school.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.

## **18. Board Review Policy**

The performance of the board is measured by the outcomes from;

- the annual report
- the triennial review programme
- the Education Review Office (ERO) report
- any other means deemed appropriate by the board

## **19. Committee Policy**

The board may set up committees/working parties to assist the board carry out its responsibilities and due process (e.g., finance, property, and disciplinary).

### **Education Act 1989, section 66**

Section 66 gives the board the authority to delegate any of its powers to a special committee, except the power to borrow money. Refer to Section 66 for further information.

Board committees:

1. Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate.
2. Can consist of non-trustees. Committees must have a minimum number of 2 persons, at least one of whom must be a trustee.
3. May not speak or act for the board except when formally given such authority for specific and time-limited purposes.
4. Help the board (not the staff) do its work.
5. Other than the board discipline committee must act through the board and therefore can only recommend courses of action to the board and have no authority to act without the delegated authority of the board.
6. Assist the board chiefly by preparing policy alternatives and implications for board deliberation. Board committees are not to be created by the board to advise staff.
7. Are to have terms of reference drawn up as required. It is suggested that these contain information about the following:
  - purpose
  - committee members
  - delegated authority

The following committees are currently established:

- Finance
- Property
- Discipline

Other committees may be established as the need requires.

## ***Committee Terms of Reference***

### **19.1 Review Committee Terms of Reference**

#### **Purpose:**

To monitor, on the board's behalf, compliance with board policies and external legislation. This includes:

1. Supporting the board to review the effectiveness of the board's governance processes.
2. Reviewing the effectiveness of systems for the assessment and management of areas of risk.
3. Verifying that mechanisms are in place to ensure compliance with statutory requirements, financial and other.
4. Commissioning reviews of specific controls and procedures (financial or non-financial) where so requested by the board.
5. Reporting any problems or reservations arising from the external auditors/reviewers work and any other matters that the external auditors/reviewers note to the attention of the board.
6. Ensuring implementation of the triennial review programme.

#### **Committee Members:**

Each committee will have at least 2 trustees. The Chairman and Headmaster will be ex officio members of all committees except for the Disciplinary Committee.

#### **Meets:**

As required. The chair of the committee will report to the board as appropriate on the areas covered by the terms of reference and the triennial review programme.

#### **Delegated Authority:**

The review committee is formally constituted as a committee of the board within these approved terms of reference and the delegated authority re the delegations list.

The committee shall be appointed by the board. The board may co-opt additional trustees to the committee as and when required.

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend meetings when appropriate.

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any trustee or employee and all trustees and employees are requested to co-operate with any request made by the committee. The Headmaster will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs prior approval must be sought from the board.

No individual member of the review committee can act without the directive of the committee as a whole.



## **19.2 Student Disciplinary Committee Terms of Reference**

### **Purpose:**

To ensure that all processes relating to the suspensions of students adhere to the requirements of Education Act 1989, Education Rules 1999 and Ministry of Education Guidelines.

### **Committee members:**

A subcommittee of the Board will be established to determine all student disciplinary concerns. The Headmaster will provide a summary of the facts to the subcommittee, however the Headmaster will not be a member of the subcommittee. The subcommittee has the power to act and to determine the appropriate course of action regarding a student that could involve expulsion or suspension. The subcommittee will meet "in committee" with the respect parties. The subcommittee will report to the Board.

### **Delegated Authority:**

That the powers conferred on the board under Sections 15 and 17 of The Education Act 1989 be delegated to the discipline committee of the board of trustees. The committee will:

- act in fairness, without bias or prejudice and with confidentiality
- act within legislation and the MoE guidelines
- act only on written and agreed information, not verbal hearsay
- use processes of natural justice in discipline hearing procedures
- make determinations on discipline matters and advise the board.

The board will be kept informed of the number of stand-downs, suspensions, exclusions and expulsions at each board meeting by the Headmaster.

## **19.3 Finance Committee Terms of Reference**

### **Responsibility of the Board**

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the Headmaster.

The finance committee as a committee of the board is responsible for providing guidance to the Headmaster on financial matters.

### **Purpose of the Finance Committee**

The finance committee is formed to provide guidance to the Headmaster in the financial management of the school.

### **Delegated Authority**

The finance committee is responsible to the board for:

1. Recommending, in association with the Headmaster, an annual operating and capital budget, including professional development budget allocation for the Headmaster and the staff.
2. Determining the level of budgetary discretion available to the Headmaster.
3. Monitoring and reporting on the annual budget via the Headmaster.
4. Reviewing on behalf of the board accounts passed for payment by the school. Advising on additional funding sources.

5. Assisting the Headmaster to prepare a financial results report, where appropriate, which is to be provided to the board by the Headmaster at every board meeting.
6. Recommending changes to financial policy.
7. Overseeing the preparation of the annual accounts for board approval.
8. Assisting the Headmaster in reporting financial performance to parents and the community.
9. Providing input into the school's strategic plan.
10. Preparing special reports for consideration by the board.
11. Annually reviewing the school's risk management needs and insurance cover
12. Assessing and making recommendations to the board on requests for spending on individual items outside of budget.

The Finance Committee has authority to approve expenditure within the approved budget allocations.

Then Finance committee also has authority to adjust expenditure allocation on the advice of the Headmaster subject to such allocation being within approved budgetary limitations. Any such reallocation of resources must be rectified by the Board at the next available Board meeting.

### **Compliance Reporting**

The Headmaster is responsible for financial reporting and demonstrating budget compliance. Where there is non-compliance, variances are to be reported to the board, with recommendations on the actions required to meet compliance.

## **19.4 Property Committee Terms of Reference**

The Property committee will have similar terms of reference as the Finance committee excepting in that the business of this committee will be the maintenance of the property assets and the development of a 10 year property maintenance schedule

The Property Committee has authority to approve expenditure within the approved budget allocation.

## 20. School Delegations List

<b>Date of Minuted Delegation</b>	<b>Personnel</b> Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a trustee. The Chairman and Headmaster are members of all committees except the Disciplinary Committee	<b>Delegated Authority</b> See individual Committee Terms of Reference in the board's Governance Manual	<b>Term of Delegation</b> <b>Note:</b> Delegation ceases at the date below, by earlier resolution of the board, or, if no date, is ongoing
15/02/2016	<b>Disciplinary Committee</b>  Three trustees of whom a minimum of two are required for the hearing	That all current trustees bar the Headmaster are delegated authority to be members of the board's Disciplinary Committee acting under the Terms of Reference for this committee.	
15/02/2016	<b>Property Committee</b>  Two trustees	That the Property Committee members are delegated authority to be members of the board's Property Committee acting under the Terms of Reference for this committee.	
15/02/2016	<b>Finance Committee</b>  Two Trustees	That the Finance Committee members are delegated authority to be members of the board's Finance Committee acting under the Terms of Reference for this committee.	

15/02/2016	Deputy Headmaster Assistant Headmaster (where appropriate)	That the board directs that, except where the board, at its discretion, otherwise determines, the Deputy Headmaster or the Assistant Headmaster shall, in the absence of the Headmaster perform all the duties and powers of the Headmaster	
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## **22. Trustee Register**

This register will be updated when any trustee joins or leaves the board or the board opts into or out of mid-term election cycle.

Approved Number of Elected Parent Representatives =      xx

Mid-term election cycle                      Yes/No

Date of board meeting where change was made:

Name	Phone/ email	Position on board [Chair CH, Trustee T, Commissioner CMR, Member ME]	Type of member [Note 1]	Start date	Left the board date	Current Term expires
						Election 2019

**Note 1:** Elected, selected, co-opted, staff trustee, student trustee, proprietor's appointee, Headmaster

**Note 2:** If the board opts into or out of mid-term election cycle please ensure it is noted here and the MoE are advised

**Note 3:** Complete form (Appendix F) for informing MoE and NZSTA

## **PART THREE: OPERATIONAL POLICIES**

### ***1. Curriculum Delivery Policy***

Delivery of the curriculum shall foster student progress and achievement and meet all board expectations and legislative requirements. Therefore the Headmaster must ensure:

1. achievement of the Charter aims and targets
2. compliance with the National Administration Guidelines
3. there is a focus on the national priority groups of Maori, Pasifika and students with special learning needs in school planning and reporting
4. that board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made

### ***2. Personnel Policy***

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

1. that all employment related legislative requirements are applied
2. all employees maintain their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner.
3. That all positions are advertised in the appropriate and required manner and that the best person is appointed to the position.
4. That any related party appointments must have prior written approval from the Chairman and be reported to the Board.
5. All Tagged positions should have prior consultation with the Proprietor's representative.
6. a smoke free environment is provided
7. that employment records are maintained and that all employees have written employment agreements
8. that employee leave is effectively managed and reported so
  - a. that the risk of financial liability is minimised, operational needs are met, and the needs of individual staff are considered.
  - b. board approval is sought for any requests for discretionary staff leave with pay
  - c. board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days
  - d. board approval is sought for any requests for staff travelling overseas on school business
  - e. the board is advised of any staff absences longer than five school days
9. that performance agreements are established for all staff and that reviews are undertaken annually
10. a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
11. the requirements of the Health and Safety in Employment Act 1992 are met
12. Advice is sought as necessary from NZSTA advisors where employment issues arise.

### ***3. Appointments Policy***

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

All positions should be advertised in the appropriate and required means through the Headmaster. The general principal in all appointment is to employ the best possible staff and to ensure the College is at all times staffed by competent and qualified teaching and support staff.

Therefore, the Headmaster must ensure that the College:

1. determines the composition of the various appointment committees:
  - a. Appointment of the deputy-headmaster, head of departments/senior teachers will involve an appointment committee consisting of the Headmaster, the board chair and a further trustee (should the board feel the need to include one).
  - b. Unless determined otherwise by the board, appointment of all other teachers, part time teachers, long term relieving teachers, and non teaching staff will be the responsibility of the Headmaster in consultation with the board chair or delegate where deemed necessary.
2. Has school procedures in place and fully implemented that meet all legislative requirements regarding safety checking, police vetting and screening of all staff

The appointment of any related party must have prior approval of the Board Chair.

Appointment of the Headmaster is the responsibility of the board which will determine the process.

### ***4. Financial Planning Policy***

The board of trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance's and budget to the Headmaster. The Headmaster, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the Finance Committee terms of reference.

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

Thus the budget should:

1. reflect the results sought by the board
2. reflect the priorities as established by the board
3. comply where the board's requirement is for a balanced budget
4. demonstrate an appropriate degree of conservatism in all estimates

## ***5. Financial Condition Policy***

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

**Resource:** Reference should be made to 5.4 of the Financial Information for Schools Handbook (FISH). Therefore, the Headmaster must ensure that:

1. unauthorised debt or liability is not incurred
2. generally accepted accounting practices or principles are not violated
3. tagged/committed funds are not used for purposes other than those approved
4. more funds than have been allocated in the fiscal year are not spent without prior board approval
5. all money owed to the school is collected in a timely manner
6. timely payment to staff and other creditors is made
7. unauthorised property is not sold or purchased
8. all relevant government returns are completed on time
9. no one person has complete authority over the school's financial transactions
10. when making any purchase:
  - of over \$5000, comparative prices are sought
  - of over \$10,000 an adequate review on ongoing costs, value and reliability is undertaken
  - of over \$10,000 on a single item board approval is first sought
11. effective systems are in place to meet the requirements of the payroll system

## ***6. Asset Protection Policy***

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

1. all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

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

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

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

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

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

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

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

### **Definitions**

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

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



## **8. Treaty of Waitangi Policy**

The Board is committed to implementing the requirements of the Treaty of Waitangi into the culture of the College. The Board of Trustees, Headmaster and staff will provide a Maori dimension in the school through active leadership. In curriculum areas Te Ao Maori perspectives are embodied in the content and methodology e.g. Social Studies, Maths, English (literature).

Teaching strategies will make equitable provision for the instructional needs of Maori students e.g. the use of Maori examples, establishment of positive relationships with students, suitable seating arrangements, culturally appropriate teaching methods which are collaborative, co-operative and non-competitive. The school will work consistently to ensure that Maori values and customs are integrated into all aspects of school life.

In all staffing decisions, careful consideration will be given to the staffing required to implement this policy.

Opportunities will be given for both Maori and Non Maori students to increase their knowledge and use of te reo. The school will endeavour to provide opportunities for both Maori and Non Maori students to further develop their knowledge and understanding of New Zealand's dual culture.

The school will ensure that programmes in place are catering for the needs of Maori students and are giving appropriate opportunities.

## **9. Health and Safety Policy**

### **Purpose:**

The Board of Trustees is committed to ensuring the Health and Safety of all workers, students, visitors and contractors by complying with relevant health and Safety legislations, regulation, New Zealand Standard and approved codes of practice.

The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students and other people in the work place. We will achieve this through:

- Making Health and Safety a key part of our role
- Working with our workers to improve the health and safety of our system
- Doing everything reasonably possible to remove or reduce the risk of injury or illness
- Making sure all incidents, injuries and near misses are recorded in the appropriate place
- Investigating incidents, near misses and reducing the likelihood of them happening again
- Having emergency plans and procedures in place
- Training everyone about hazards and risks so everyone can work safely
- Providing appropriate induction, training and supervision for all new and existing workers
- Helping workers who were injured or ill return safely to work.
- Making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace through:

- Being involved in improving health and safety systems at work
- Following all instructions, rules, procedures and safe ways of working
- Reporting any pain or discomfort as soon as possible
- Reporting all injuries, incidents and near misses
- Helping new workers, staff members, trainees and visitors to the workplace understand the safety procedure and why they exist.

- Reporting any health and safety concerns or issues through the reporting system
- Keeping the work place tidy to minimise the risk of trips and falls
- Wearing protective clothing and equipment as and when required to minimise your exposure to workplace hazards.

### **Others in the work place**

All others in the workplace including students and visitors are encouraged to:

- Follow all instructions, rules and procedures while in the school grounds
- Report all injuries, incidents and near misses to their teacher or other staff members
- Wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning.

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

## ***10. Child Protection Policy***

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us.

All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the Headmaster to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the Headmaster must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whanau to participate in the decision-making about their children

7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisors on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

## **Appendix 1**

### **Identifying Abuse**

**Possible indicators** (the following MAY indicate abuse - they are not necessarily proof)

#### **Physical/Emotional**

- Evidence of physical harm, such as, but not limited to: Signs of bruising / fractures / burns / other injury
- Bed-wetting / soiling
- Frequent psychosomatic complaints (head / stomach-ache, nausea)
- Prolonged vomiting / diarrhoea
- Not achieving at expected level
- Appearance – dress, cleanliness, nutrition
- Sordid living conditions

#### **Behaviour**

- Severe developmental gaps
- Severe depression / anxiety / withdrawal / aggression
- Self-destructive behaviour (self-harm, suicidation, drug / alcohol abuse)
- Attention-seeking
- Over-compliance
- Inhibition at play with peers

#### **Parents/Caregiver behaviour**

- Constant name calling, belittling, public insults, humiliation
- Threats of physical harm
- Making a child witness abuse
- Involving child in adult affairs – divorce, separation, access – to child's detriment
- Keeping child at home needlessly for lengthy periods of time

#### **Appropriate Action:**

**Immediately notify** the Principal / Director of Pastoral Care where abuse is suspected

## **Appendix 2**

### **Reporting Child Abuse and Neglect**

#### **Recommended Reporting Procedures**

1. If a student is in danger or unsafe, immediate action is required to secure their safety
2. Listen and reassure the student, but do not make promise or commitments that cannot be kept.
3. Ensure that any information or disclosures by the students are written down and check that comments and events surrounding the concerns are also recorded.
4. Ensure that the student has a responsible adult supporting them through this process and that the support role is clearly defined – see guideline 5.
5. Do not formally interview the student regarding any allegation of abuse or suspected neglect. Obtain only the necessary relevant facts if and when clarification is needed. Document any objective observation and anything that is said by the student.
6. Inform the Principal and Director of Pastoral Care as soon as practicable.
7. The Principal (or if delegated to the Director of Pastoral Care or Guidance Counsellor) is to ensure notification to Ministry of Vulnerable Children / Oranga Tamariki or the Police and the Chairperson of the Board of Trustees.
8. Await further contact from Ministry of Vulnerable Children / Oranga Tamariki or the Police before taking action.

#### **Points to note:**

- Documentation may subsequently be used in court as evidence for either side.
- Avoid making judgements. Record the facts.
- Interviewing of students suspected of abuse or neglect is a specialised procedure best left to those who are trained in such techniques.
- Ensuring the students welfare is paramount

## ***11. Legal Responsibilities Policy***

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

## ***12. Concerns and Complaints Policy***

### **Outcome statement**

All complaints, concerns and incidents are attended to promptly, respectfully and professionally and seek to bring effective resolution to all parties concerned.

### **Scoping**

In order to maintain a safe and comfortable environment for all students, staff and visitors, an accessible procedure for handling complaints and grievances will be implemented and maintained to provide an open and fair way of resolving issues and will comply with all relevant legislation.

### **Delegations**

The board delegates to the Headmaster full responsibility of ensuring processes are in place and operating effectively and adequately. In the event of a complaint or grievance concerning the Headmaster, responsibility lies with the board.

### **Expectations and limitations**

In complying with the policy, the Headmaster shall not fail to:

- implement and maintain robust procedures to meet the policy requirements
- ensure that the process for complaints or grievances is clearly communicated
- Report to the board as follows:
  - When receiving a complaint, the board must ensure that the complainant has previously followed the school's concerns and complaints procedure and that the complaint has been escalated to board level correctly.
  - Should the board receive a complaint regarding the Headmaster or determine that any policy violation may have occurred, the board in the first instance will consider whether this may be dealt with in an informal manner (as per the employment agreement provisions that apply to the principal).
  - Where the board considers the degree and seriousness of the concern or any violation sufficient to warrant initiating a disciplinary or competency process, the board shall seek the support and advice in the first instance from an NZSTA adviser to ensure due process is followed.

## **Procedures/supporting documentation**

Parent/whānau concerns and complaints procedure

Staff concerns and complaints procedure

## **Monitoring**

The Headmaster shall maintain a register of complaints and resolutions and report to the board at least quarterly per annum outlining numbers of complaints, resolution success figures and any areas of concern for board deliberation.

## **Rationale:**

- It is important that concerns and complaints by students, staff, parents/caregivers and members of the community are resolved as quickly as possible and in a fair and consistent manner, in order to ensure the best educational outcomes for students and to facilitate confidence in college processes.

## **Guidelines**

1. The College will make every effort to resolve all concerns and complaints, Which may manifest themselves in various forms and through various channels
2. Concerns will normally follow the process set out in the Procedures for Concerns (see Appendix 1) unless there are culturally specific circumstances that require a different process.
3. Formal complaints must be made in writing and signed by the complainant. They should be addressed to the Headmaster who will follow the process set out in the Procedure for making a Formal complaint. (See Appendix 2).
4. Legal requirements and the relevant conditions of any related current employment contracts will be adhered to. For some issues, outside mediation may be sought solely at the discretion of the Board.
5. The Board of Trustees will only become actively involved when the issue is extremely serious, or if it is unresolved between the Headmaster and the complainant. In such cases, a properly constituted sub-committee of the Board should undertake further investigations of the complaint and initiate any actions it deems appropriate.

## **12.1 Concerns and Complaints**

### **APPENDIX 1 Procedure for Concerns**

#### **A. Concerns for Students**

Students are encouraged to talk directly to their teachers whenever a concern arises. However, if the student does not feel this is appropriate or the concern is not resolved, they should approach their Form teacher, the relevant Dean or Head of Department.

#### **B. Concerns of Parents/ Caregivers**

- a. Where a parent/caregiver has a concern about a classroom matter, they should first try to contact the teacher involved to discuss the matter. This is best done by phoning the school or writing to the teacher concerned. Contact details must be included or left with the college receptionist. Teachers will endeavour to respond to parent/caregiver contact by the end of the following school day.
- b. If the response provided does not fully address the concern, the parent/caregiver may take the matter further by making a formal complaint (see Appendix 2).

#### **C. Other Concerns**

Goal 7 of our strategic plan states: St Paul's will enrol families along with their sons. This ensures "buy in" from the local community. Parents are expected to participate in their boys' learning and school life. This will be supported by a high level of communication with the wider school community. St Paul's has high expectations of its students, and likewise expects the same from the parent community.

Sometimes there may be occasions when these high expectations are not met, and for this reason we are reviewing our Concerns and Complaints procedures. We encourage open communication, and prefer any concerns or complaints about the College to be raised at the earliest opportunity, and with the appropriate people. All concerns and complaints will be dealt with promptly, respectfully and professionally, and procedures are aimed at reaching an effective resolution for all parties.

If a parent/caregiver has a concern about any other matter which they feel unable to discuss with the teacher directly or which does not involve a particular teacher, they may phone or write to one of the following people:

- Their son's Form teacher
- Their son's Dean
- A Deputy Headmaster
- The Headmaster

Contact details to all can be found on the College website.

Concerns from the wider community should be directed in the first instance to either the Headmaster or a Deputy Headmaster. If the concern from a member of the wider community is about a staff member it should be directed to the Headmaster. If the concern is about the Headmaster, it should be directed to the Chairperson of the Board of Trustees.



## **12.2 Procedure for Making a Formal Complaint**

### **APPENDIX 2**

Where the College's response to a concern is unsatisfactory or a formal complaint is to be made, these procedures should be followed:

- A. The complaint should be recorded in writing with details that include the full nature of the complaint, efforts made to resolve the matter and the complainant's name and contact phone number.
- B. The written formal complaint should be addressed to the Headmaster, or in the case of a complaint about the Headmaster to the Chairperson of the Board of Trustees
- C. When a complaint is received, the Headmaster or Board Chair will discuss the matter with the complainant to seek clarification before deciding what action should be taken. The complainant may have a support person during this process if desired.
- D. The Headmaster or Board Chair will investigate the complaint by procuring all relevant documentation and interviewing all relevant parties. Written statements will normally be taken.
- E. The Headmaster or Board Chair will decide what steps will be taken as a result of the investigation and will ensure that a record of the complaint. The process and the outcome is kept in the confidential Complaints File.
- F. Depending on the nature of the complaint, the matter may be referred to the Board of Trustees for consideration and action.
- G. The complaint will generally be treated in confidence. However, in the interests of natural justice, any persons included in a complaint must have the opportunity to hear all details about it and have the opportunity to present their point of view. They may have a support person during any discussion of the complaint if they wish.
- H. Complainants will be informed of the outcome of the investigation.
- I. If a complainant is dissatisfied with the outcome of the complaint they may write to the Board of Trustees for a review of the process. This should be completed within 28 days.

## ***13. Behaviour Management Policy***

### **Managing Challenging Behaviour and Physical Restraint policy**

#### **Outcome statement**

To minimize the effect of challenging behaviour, the board of trustees shall ensure that effective procedures are in place around the management of student behaviour and the use of physical restraint.

#### **Scoping**

This policy applies throughout the school.

All staff are required to familiarize themselves with Ministry of Education guidelines for registered schools in New Zealand on the use of physical restraint and to undertake appropriate professional development.

The board will ensure that any incident of physical restraint is notified to parents or caregivers and reported to the Ministry of Education. The board will ensure that parents or caregivers are notified if physical restraint is an element in a student's individual behaviour plan.

Complainants with concerns regarding use of physical restraint must follow the school's prescribed concerns and complaints procedure.

Delegations: The board delegates to the principal:

- responsibility for ensuring that adequate staff training and support is in place
- the reporting of incidents of physical restraint to parents, caregivers and the Ministry of Education
- Notification to parents and caregivers if an element of physical restraint is in a student's individual behaviour plan.

#### **Limitations and expectations**

- Physical restraint is defined as using force to prevent, restrict or subdue the movement of a student's body or part of the student's body and is a serious intervention.
- Staff shall be well versed in prevention and de-escalation strategies used to limit the need to physically restrain a student.
- Use of physical restraint is limited to teachers or authorised staff members and only where:
  - o there are reasonable grounds to believe that there is a serious and imminent risk to the safety of a student or of any other person
  - o the restraint used is reasonable and proportionate in the circumstances.
- Authorised staff are employees authorised by their employer (the board of trustees) to use physical restraint.
- Teachers and staff members who are authorised to physically restrain students shall receive suitable training and support.
- Seclusion of students is prohibited. Seclusion of students is defined as placing a child or student in a room involuntarily, alone and from which they cannot (or believe they cannot) freely exit.

#### **Monitoring**

Instances, matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified.

The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at governance level to support reducing such incidents.

## ***14. Discipline Policy***

### **Rationale**

Every community has the right to make rules which safeguard the dignity of all persons and govern the relationships among all persons in the community. Everyone who is part of the St Paul's College Community is called to behave in ways which are based on the Gospel values of respect, equity, justice.

### **Purpose**

- a) To ensure that the values and behaviours enshrined in the Respect Code of the College are actively pursued.
- b) To ensure that the relationship between discipline and pastoral care is properly acknowledged, safeguarded and promoted.
- c) To ensure that each teacher has his or her appropriate authority acknowledged and supported.

### **Policy**

- a) Discipline is to be administered in ways which are compatible with the Gospel of Jesus Christ and with the traditions of the Marist Brothers.
- b) All students shall be encouraged to exercise their own self-discipline with respect for self, for others, and for their environment.
- c) Discipline at St Paul's College is intrinsically linked with pastoral care and these two areas of responsibility must be brought into action together as often as possible.
- d) All students shall be treated equally in matters of discipline, regardless of personality, appearance, race, religion, social status or intelligence.
- e) All students shall be taught that each teacher has areas of responsibility and authority which must be respected and followed.
- f) Teachers are to carry out initial disciplinary procedures in their classroom.
- g) The Senior Management Team shall establish a system of procedures which clearly establish the relationship between actions and consequences for students, teachers, and other employees of the College.
- h) The College shall encourage parents to play a supportive role in the College's discipline system, especially through the Respect Code and through co-operation with the Pastoral Care Team.

## ***15. Stand Down of Students Policy***

### **Rationale**

On occasions it may be necessary to stand down a student from school if that student's behaviour constitutes gross misconduct or continual disobedience.

### **Purpose**

1. To ensure that the learning environment is orderly and safe.
2. To ensure that all regulatory requirements are met.
3. To ensure that the rights of all students are upheld.

### **Guidelines**

1. The College will ensure all processes follow section 18AA of the Education Act, 1989 guidelines.
2. A data base of student behaviour patterns will be kept, this will include actions taken.
3. Full advice and guidance is available to students.
4. The best interests of all students are considered in final decision making.
5. The Headmaster has the power to stand down boys without referral to the Board.
6. For a suspension a Board disciplinary sub-committee will be convened.
7. Clear procedures are established for handling suspension. These procedures will:
  - Meet legal requirements
  - Specify records to be made and arrangements for storage of records
  - Indicate the people/agencies to be notified.
8. Procedures will follow the appropriate Ministry of Education guidelines and requirements.
9. Families will be notified as soon as possible of the suspension and of its implications.
10. Guidance and advice is available throughout the whole process.

## ***16. St Paul's College Online Learning Policy***

St Paul's has a statutory obligation to maintain a safe physical and emotional environment, and a responsibility to consult with the community. In addition, St Paul's Board of Trustees has a responsibility to be a good employer.

These three responsibilities are intrinsically linked to the use of the Internet and Information Communication Technologies (ICT), and a number of related cybersafety issues. The Internet and ICT devices/equipment bring great benefits to the teaching and learning programmes, and to the effective operation of the school.

The Board of St Paul's, in conjunction with N4L places a high priority on providing the school with Internet facilities and ICT devices/equipment which will benefit student learning outcomes, and the effective operation of the school.

However, the Board recognises that the presence in the learning environment of these technologies (some provided partly or wholly by the school and some privately owned by staff, students and other members of the school community), can also facilitate anti-social, inappropriate, and even illegal, material and activities. The school has the dual responsibility to maximise the benefits of these technologies, while at the same time to minimise and manage the risks.

The Board thus acknowledges the need to have in place rigorous and effective school cyber safety practices which are directed and guided by this cyber safety policy.

## **Policy**

St. Paul's College will develop and maintain rigorous and effective cyber safety practices which aim to maximise the benefits of the Internet and ICT devices/equipment to student learning and to the effective operation of the school, while minimising and managing any risks.

These cyber safety practices will aim to not only maintain a cyber safe school environment, but also aim to address the need of students and other members of the school community to receive education about the safe and responsible use of present and developing information and communication technologies.

## **Policy guidelines**

To develop a cybersafe school environment, the board will delegate to the Principal the responsibility to achieve this goal by developing and implementing the appropriate management procedures, practices, electronic systems, and educational programmes. These will be based on the procedures from N4L, endorsed by the New Zealand Ministry of Education.

Xanadu and N4L Will keep the St. Paul's College network protected and up to date. Identifying pages that are not safe for student or staff use.

## **Guidelines for St Paul's College cybersafety practices**

1. The school's cybersafety practices are to be based on information contained in the latest version of the *NetSafe®* and New Zealand Ministry of Education as best practice for New Zealand schools. *Updated and maintained by N4L and Xanadu.*
2. No individual may use the school Internet facilities and school-owned/leased ICT devices/equipment in any circumstances unless the appropriate use agreement has been signed and returned to the school. Use agreements also apply to the use of privately-owned/leased ICT devices/equipment on the school site, or at/for any school-related activity, regardless of its location. This includes off-site access to the school network from school or privately-owned/leased equipment. All students sign this document on enrolment to St Paul's, breaking these rules will see the school discipline procedures invoked.
3. St Paul's use agreements will cover all board employees, all students (including adults and community), and any other individuals authorised to make use of the school Internet facilities and ICT devices/equipment, such as teacher trainees, external tutors and providers, contractors, and other special visitors to the school.
4. Users of the Internet and the ICT devices/equipment by staff, students and other approved users at St Paul's are expected to meet and maintain professional standards of use.
5. Signed use agreements will be filed in a secure place, and an appropriate system devised which facilitates confirmation that particular individuals are authorised to make use of the Internet and ICT devices/equipment.
6. The school has the right to monitor, access and review all use. This includes personal emails sent and received on the schools computer/s and/or network facilities at all times.

7. The school has the right to audit at any time any material on equipment that is owned or leased by the school. The school may also request permission to audit privately owned ICT devices/equipment used on the school site or at any school related activity.
8. Issues relating to confidentiality, such as sighting student or staff information, reasons for collecting data and the secure storage of personal details and information (including images) will be subject to the provisions of the Privacy Act 1993.
9. The safety of our children is of paramount concern. Any apparent breach of cybersafety will be taken seriously. The response to individual incidents will follow the procedures developed as part of the school's cybersafety practices. In serious incidents, advice will be sought from an appropriate source, such as NetSafe and N4L, the New Zealand School Trustees Association and/or a lawyer with specialist knowledge in this area. There will be special attention paid to the need for specific procedures regarding the gathering of evidence in potentially serious cases. If illegal material or activities are suspected, the matter may need to be reported to the relevant law enforcement agency.
10. Use of all St Paul's ICT including email, Google classrooms, Google Hangouts and any other internet use will be closely monitored. These are professional platforms and not for student social interaction at any level.
11. Online: Using the internet or a device to abuse, Harass or intimidate eg: Email, Text, on any messaging platform will not be tolerated. The school harassment policy/anti bullying policy outlines expectations and punishment for misuse.

## ***17. Anti-Bullying & Harassment Policy***

### **Provide a safe physical and emotional environment**

#### **Rationale:**

St Paul's recognizes that everyone who is a member of the College community has a right to feel safe, secure and respected. We are committed to providing a safe environment for all students so that they can maximize learning.

Bullying of any kind is unacceptable at St Paul's. If bullying does occur, all student should be able to inform staff and know that incidents will be dealt with promptly and effectively.

Harassment of any type is unacceptable, whether it is based on physique, gender, sexuality, ability or disability, ethnic origin, age or political/religious/cultural beliefs.

Harassment covers a range of unwelcome or offensive behaviours that may be expressed in verbal, written or physical ways. It interferes with the learning or work environment and can be detrimental (to physical, emotional, psychological and intellectual development).

It can be detrimental to individuals, groups and to the St Paul's community itself.

A climate in which harassment is allowed to flourish is directly contrary to the College's Special Character commitment.

#### **Policy:**

Bullying behaviour at St Paul's College is unacceptable in any form.

#### **Scope of Policy:**

This policy applies to all students, teachers, parents, BOT members and other employees of St Paul's College.

- On school property
- At any school related function or related activity
- On school and public transport.

#### **Definition of Terms:**

- 'Bullying' is an emotional term and needs to be used carefully. Bullying lies on a continuum of behaviours: Irritating, Harassing, Bullying. All these behaviours can make individuals feel unsafe and all need to be dealt with appropriately.
- Bullying usually has three common features:
  - a) It is deliberate, hurtful behavior.
  - b) It is repeated.
  - c) It is difficult for those being bullied to defend themselves.

There are four main types of bullying:

- a) **Physical:** hitting, kicking, pushing, tripping, punching, taking belongings  
Examples: Shoving a victim into a locker while passing to class.

- b) **Verbal/Written:** Name calling, malicious gossip. Spreading malicious rumours, writing abusive or oppressive graffiti, insulting, racist remarks, putdowns, sexual comments, threatening, intimidating and insulting use of language.  
Examples: Spreading rumours, spreading graffiti with racial slurs, making unkind remarks about a student's family.
- c) **Indirect/emotional:** Spreading unkind stories, deliberately excluding from groups, shunning, or tormenting.  
Examples: Passing notes making fun of victim, or making threatening faces or gestures.
- d) **Cyberspace:** Using cyber technology to abuse or intimidate.  
Examples: Email, txt & pxt messaging, internet abuse.  
NB: See Sexual Harassment Policy for sexually related issues.

### **Purpose:**

This policy seeks to create and maintain an environment where bullying is not tolerated and where respect, caring, consideration and the support of others is encouraged.

- To reassure students that reported incidents of unacceptable behaviour will be taken seriously, will be investigated and a quick and appropriate response will be made.
- To encourage students to speak up and inform staff of bullying incidents directed at themselves or others.

### **Guidelines:**

- Any behaviour which uses 'power over' another person to make them feel unsafe and/or bullied will not be tolerated at St Paul's College.
- It is crucial to create a culture where there is peer pressure against all forms of behaviour that lead to people feeling unsafe.
- "Most student (80%) are not actively involved in bullying. They neither bully nor are victims. They know it is wrong, but unless they are asked for help, or made to feel they have a responsibility or duty to act, they will silently collude with the abuse." Clearly to this end, all staff must encourage an "It's ok to tell" culture.
- All staff and members of the St Paul's College community are expected to model bully free behaviour at all times.
- All staff must ensure that their classroom is a safe, supportive environment for learning where bullying behaviour is recognized, condemned and dealt with appropriately.
- Incidents of reported bullying behaviour will be dealt with in line with the appropriate behaviour management procedures of the College.
- Parents must be informed of the College's Anti-Bullying policy and will be aware of the process in dealing with bullying incidents.
- Emphasis must be on providing support for the bullied student and changing the behaviour of the bully.
- All members of the College community are expected to abide by the policy.



## ***18. Asset Management Policy***

### **Introduction**

1. The Board accepts that it has a responsibility to protect the assets of the School. The Board has agreed on the fundamental principles of this Policy, and has delegated responsibility for the implementation and monitoring of this Policy to the Principal.
2. In the formulation and approval of this Policy the Board has had due regard to the accepted standards of sound asset management and applied these to the School. The Board wishes to record that it sought the advice of a chartered accountant and consulted with the School's auditor in their role as agent of the Controller and Auditor General before approving this Policy.
3. The Board requires the Principal, as the chief executive and the Board's most senior employee, to implement and manage this Policy. The Principal may, from time to time, further delegate some of their responsibilities, and all such delegations must be attached as appendices to this policy.
4. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.
5. Acquisition of Assets
6. The Board agrees to review the asset management plan annually and agree a budget for annual asset acquisitions.
7. The principal shall have delegated authority to purchase assets within the annual asset acquisition budget, following good procurement processes, provided that the value of any individual asset is no more than \$1,000
8. The decision to purchase any asset with a cost of over \$1,000 must be made by the Board, not the principal alone.
9. The Board shall consider the most cost efficient acquisition method for each new assets acquisition decision i.e. whether to buy or tease, and whether to acquire by operating or finance lease.
10. The Boards shall follow good procurement processes for the acquisition of assets over \$10,000. This may include placing a notice on the Government Electronic Tendering System (GETS) for acquiring assets with a combined value over \$100,000; obtaining several quotes to compare value for money; and managing any potential conflicts of interest appropriately.

### **Information Technology Assets**

All information technology assets, such as computers and laptops and associated software, must be compatible with the standard operating platform used within the school.

The Board aims to provide and maintain a suite of IT assets that provides the best possible learning tools for students, within budget constraints, including a replacement programme that matches the expected useful life of each asset.

### Expected Useful Lives

The Board agrees on the expected useful lives of the following types of assets:

Electronic Equipment	5 years
Furniture and fittings	20 years
Motor vehicles	5 years
Musical Instruments	10 years
Plant & equipment	10 years
Sporting equipment	5 years
Minor equipment	10 years
Leased assets	3 -5 years
Library resources	12.5 % Diminishing value

### Maintenance of Assets

The principal shall have delegated authority to maintain the school's assets in good working order, within the approved budget.

### Asset Records

- A fixed asset register for all assets with a cost of \$1,000 or more shall be recorded in the fixed asset register.
- Assets that cost less than \$1,000 shall be recorded in the profit & loss in detail.
- A review of assets against the fixed asset in number 14 shall be undertaken at least once a year.

### Disposal of Assets

- 1) The principal shall have delegated authority to dispose of any asset that has reached the end of its useful life (as recorded in the fixed asset or valuable asset registers), provided the original cost of that asset was less than \$10,000. The principal shall report to the board about reasons for disposal, disposal process and any net disposal proceeds.
- 2) The Board shall approve the disposal of any asset that had an original cost of over \$10,000, including the reasons for disposal, disposal process and use of any disposal proceeds.
- 3) Approval
- 4) When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.
- 5) As part of its approval the Board requires the Principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The school policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

## ***19. Protected Disclosures Policy***

### **Introduction**

The Board accepts that it has a responsibility to have in operation internal procedures for receiving and dealing with information about serious wrongdoing in or by the School. The Board also accepts that it must regularly educate and train its employees on the internal disclosure system.

The Board agrees that this Policy must be published widely in the School, will be provided to all new employees and will be republished at regular intervals (at least annually).

The purpose of this policy is to provide information and guidance to employees of the School who wish to report serious wrongdoing within the school. The policy is issued in compliance with the Protected Disclosures Act 2000 and the Education Act 1989.

### **What is a Protected Disclosure?**

A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred.

Employees making disclosures will be protected against retaliatory or disciplinary action and will not be liable for civil or criminal proceedings related to the disclosure.

### **Definition of Serious Wrongdoing**

Serious wrongdoing includes any serious wrongdoing of any of the following type:

- An unlawful corrupt, or irregular use of funds or resources;
- an act, omission or course of conduct that constitutes a serious risk to public health or public safety or the environment;
- an act, omission or course of conduct that constitutes a serious risk to the maintenance of law, including the prevention, investigation, and detection of offences and the right to fair trial;
- an act, omission or course of conduct that constitutes an offence;
- an act, omission or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.

### **Conditions for Disclosure**

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

### **Who can make a Disclosure?**

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

### ***Protection of employees making disclosures***

An employee who makes a disclosure and who has acted in accordance with the procedure outlined in this policy:

- may bring a personal grievance in respect of retaliatory action from their employers;
- may access the anti-discrimination provisions of the Human Rights Act in respect of retaliatory action from their employers;
- are not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure;
- will have their disclosure treated with the utmost confidentiality.

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

### **Procedure**

Any employee of the School who wishes to make a protected disclosure should do so using the following procedure:

#### **How to submit a disclosure**

- The employee should submit the disclosure in writing.
- Information to be contained
- The disclosure should contain detailed information including the following:
- the nature of the serious wrongdoing;
- the name or names of the people involved; surrounding facts including details relating to the time and/or place of the wrongdoing if known or relevant.

#### **Where to send disclosures**

A disclosure must be sent in writing to the Principal who has been nominated by the Board under the provision of Section 11 of the Protected Disclosures Act 2000 for this purpose.

### ***OR***

If you believe that the Principal is involved in the wrongdoing or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the Board Chairperson.

#### **Decision to investigate**

On receipt of a disclosure, the Principal or Board Chairperson must within 20 working days examine seriously the allegations of wrongdoing made and decide whether a full investigation is warranted. If warranted a full investigation will be undertaken by the Principal or Board Chairperson or arranged by him/her as quickly as practically possible, through an appropriate authority.

#### **Protection of disclosing employee's name**

All disclosures will be treated with the utmost confidence. When undertaking an investigation, and when writing the report, the Principal or Board Chairperson will make every endeavour possible not to reveal information that can identify the disclosing person, unless the person consents in writing or if the person receiving the protected disclosure reasonably believes that disclosure of identifying information is essential:

- to ensure an effective investigation;
- to prevent serious risk to public health or public safety or the environment.

### **Report of investigation**

At the conclusion of the investigation the Principal will prepare a report of the investigation with recommendations for action if appropriate, which will be sent to the Board Chairperson.

### **Disclosure to an appropriate authority in certain circumstances**

A disclosure may be made to an appropriate authority (including those listed below) if the employee making the disclosure has reasonable grounds to believe:

- The Board Chairperson is or may be involved in the wrongdoing;
- Immediate reference to another authority is justified by urgency or exceptional circumstances; or
- There has been no action or recommended action within 20 working days of the date of the disclosure.

Appropriate Authorities include (but are not limited to)

- Commissioner of Police
- Controller and Auditor General
- Director of the Serious Fraud Office
- Inspector General of Intelligence and Security
- Ombudsman
- Parliamentary Commissioner for the Environment
- Police Complaints Authority
- Solicitor General
- State Service Commissioner
- The head of any public sector organisation

### **Disclosure to Ministers and Ombudsman**

Disclosure may be made to a Minister or an Ombudsman if the employee making the disclosure has made the same disclosure according to the internal procedures and clauses of this Policy and reasonably believes that the person or authority to whom the disclosure was made:

- has decided not to investigate;
- has decided to investigate but not made progress with the investigation within reasonable time;
- has investigated but has not taken or recommended any action; and the employee continues to believe on reasonable grounds that the information disclosed is true or is likely to be true.

### **Approval**

When the Board approved this Policy it agreed that no variations of this Policy or amendments to it can be made except with the unanimous approval of the Board.

As part of its approval the Board requires the Principal to circulate this policy to all staff, and for a copy to be included in the School Policy Manual, copies of which shall be available to all staff. The School policy manual shall also be made available to students and parents at their request. The Board requires that the Principal arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.