

Christchurch Boys' High School

Te Kura Tuarua O Ngā Tamatāne O Ōtautahi



Governance Manual / Te Mahere a Te Poari

Last Update: 31 May 2022

This manual has been compiled for the Christchurch Boys' High School Board of Trustees. It describes the Board's Policy Framework including its governance policies and procedures, the roles and responsibilities within our Board, the tasks, expectations and processes that go with them, the Operations Policies and the School's Charter.

Our Board has adopted a Trustees Code of Conduct, which outlines the standards of integrity expected of our Board members. This code is included as part of this manual.

This governance manual will be reviewed every three years year as part of our self-review process or as the need arises.

This Governance Manual is approved by the Christchurch Boys' High School Board of Trustees.

Signed: _____ Date: _____
Chair of the Board of Trustees

Contents / Rārangi Take

Introduction / Kupu Whakataki	5
Part 1 - The Charter / Te Tūtohunga.....	7
Part 2 - Governance Policies / Ngā Kaupapa	10
1. Board Constitution	10
2. Board Roles and Responsibilities Policy.....	10
3. Staff/Student Trustee Role Description Policy	12
4. Trustees' Code of Conduct Policy	13
5. Trustee Remuneration and Expenses Policy.....	14
6. Conflicts of Interest Policy	14
7. Chair's Role Description Policy	15
8. Responsibilities of the Headmaster Policy.....	17
9. Headmaster Professional Expenses Policy.....	18
10. Reporting to the Board Policy	19
11. Policy: Relationship between the Board and the Headmaster	20
12. Headmaster Appraisal Policy	21
13. Policy: Relationship between the Chair and the Headmaster	22
14. Meeting Process Policy	23
15. Meeting Procedure Policy	23
15.1 Public Attending Board Meetings Procedure	27
15.2 Meeting Agenda	28
15.3 Evaluation of meeting on [date] chaired by [name]	29
16. Board Induction Policy	30
17. Board Review Policy	31
18. Board Committee Policy.....	31
19. Board Committee Terms of Reference	32
19.1 Audit Committee - Terms of Reference.....	32
19.2 Student Disciplinary Committee - Terms of Reference.....	33
19.3 Resources Committee - Terms of Reference.....	34
19.4 Adams House Committee - Terms of Reference.....	35
20. Schedule of Delegations.....	37
21. Community Consultation	43
22. Public Relations Policy.....	43

23. Concerns and Complaints Process	44
24. Protected Disclosure Policy	48
25. Adams House Policy.....	52
Part 3 - Trustee Register / Te Rārangī Kaitiaki.....	54
Part 4 - Triennial Review Programme / Board Annual Work Plan / Mahere Whakamahinga 55	
Part 5 - Operational Policies / Ngā Kaupapa Whakahaere.....	57
1. Curriculum Delivery and Assessment Policy (NAG 1)	57
2. Extracurricular Policies.....	60
3. Personnel Policy (NAG 3)	64
4. Financial Policies (NAG 4)	67
5. Health Safety and Wellbeing Policy (NAG 5)	103
5.7 CCTV Policy.....	125
Purpose.....	125
Policy Statement	125
Purpose of CCTV System	125
6. Legal Responsibilities Policy (NAG 6)	128
7. Self Review, Planning and Reporting Policy (NAG 2)	133
8. School Presentation Policy.....	135
9. Gift Acceptance Policy.....	136
10. Timetable Policy.....	138
11. Overseas Tour Policy	142
Forms	144
Trustees' Code of Conduct Policy	144
Evaluation of Meeting Form	145

Introduction / Kupu Whakataki

The Board of Trustees of Christchurch Boys' High School (the Board) is focused on the on-going 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 on-going 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. [For detail see Operational Policies].</p>

In developing the above definitions for Christchurch Boys' High School the Board is mindful of the following excerpts from the Education Act 1989:

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

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 By laws

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 Principal¹

- (1) A school's principal 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 principal –
 - (a) Shall comply with the board's general policy directions; and
 - (b) Subject to paragraph (a), has complete discretion to manage as the principal thinks fit the school's day-to-day administration.

s.65 Staff

Subject to Part 8A and section 120A [of the Education Act 1989] 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 principal 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).

In order to carry out effective governance of the school the Board has developed the following policy framework:

¹ At Christchurch Boys' High School the designation Headmaster is used in place of Principal

Part 1 - The Charter / Te Tūtohunga

The Christchurch Boys' High School Board of Trustees prepares and maintains a School Charter. The purpose of a school Charter is to establish the vision, goals, objectives and targets of the Board that will give effect to the Government's national education guidelines, the Board's priorities and provide a base against which the Board's actual performance can be evaluated.

The Charter will include:

1. The school's vision and values
2. The Board's long-term goals for student achievement (Strategic Plan)
3. An annually updatable section that sets out the school's immediate targets for improving student outcomes and details programmes designed to achieve the goals and targets.
4. Meet all Ministry of Education requirements for a Strategic and Annual plan including timelines.

The preparation of the annual section is the responsibility of the Headmaster and is presented to the Board for discussion and approval.

The Strategic Plan is reviewed by the Board annually and adjusted as the need arises. A major review of the Charter occurs triennially.

The Christchurch Boys' High School Charter including the three yearly Strategic Plan, can be downloaded at <http://www.cbhs.school.nz/about-cbhs/strategic-plan>

The **2021 - 2023 Strategic Focus** has been agreed. The Annual Plan / Te Mahere ā-Tau is provided separately to the Governance Manual:

Our Motto

Altiora Peto – I Seek Higher Things

We Value

Meaningful relationships, integrity, high expectations, respect

Our Mission

Developing fine young men for a modern world.

Our Vision

CBHS boys are morally courageous. They strive for personal and community success.

Our Strategy Priorities

For the next 1-3 years, we will prioritise a "One School" approach to –

1. Successful Learners

“We develop capabilities to lead lives of moral purpose and are resilient, adaptable, critical thinkers and communicators with a strong sense of moral purpose.”

Critical Dimensions: We will

- understand, actively participate and own our learning progress
- develop lifelong learning skills
- build supportive relationships with each other
- advance our ability to enhance our own and others wellbeing
- engage in self-reflection about complex, ethical, human issues
- have confidence in our own identity and be able to participate in a range of cultural settings

2. Staff as Role Models

“Staff model moral purpose, they are committed to working alongside each other and their students.”

Critical Dimensions: We will

- model and embrace a growth mindset for change
- reflect on and challenge our own underlying values and assumptions
- teach and respond to the needs of our boys
- own our own professional learning and development
- support each other and share visible continuous professional growth
- effectively integrate the use of digital technology as part of best practice
- respect Christchurch Boys' High School's trusted position in society and its values, mission and vision
- show integrity by acting in ways that are fair, honest and just

3. Aspirational Curriculum

“Our curriculum is responsive and purposeful and is focused on developing staff and boys into future leaders who use their knowledge and capabilities to benefit society.”

Critical Dimensions: We will

- be student centred and encourage innovation
- be wider than the classroom and include everything we do at CBHS
- be future focused
- include real-world learning opportunities beyond the classroom that stimulate and inspire students
- include surface and deep-thinking opportunities

4. Quality Leadership

“CBHS leadership prepares for the school’s future through having a clear vision and acting to implement it.”

Critical Dimensions: We will

- drive and manage change
- prepare for our future through high expectations, challenge and innovation
- develop and follow clear systems and procedures
- focus on a strong learning culture which values student agency, wellbeing and caring

5. Inclusive Community

“We value our community and cherish its special identity, diversity and sense of belonging.”

Critical Dimensions: The school will

- invest wisely in sustainable resources
- contribute to partnerships with organisations who align with our values and vision
- listen to its community and communicates with clarity
- support its family of Old Boys
- value the partnership created by the Treaty of Waitangi

What this looks like

The CBHS curriculum aligns between the junior and senior school and into pathways beyond school. The curriculum is wider than the classroom and considers the entire Boys' High Experience – there is purpose to everything we do.

All students experience success in a wide range of educational outcomes and priority learners, including those capable of endorsement and scholarship, are targeted and are supported in order to experience success.

Our Teaching professionals develop and continually evolve a profile of effective teaching for CBHS which delivers on our culture of excellence and provides guidance and support to the CBHS teaching community.

Part 2 - Governance Policies / Ngā Kaupapa

These governance policies outline how the Christchurch Boys' High School Board of Trustees will operate and set standards and performance expectations that create the basis for the Board to monitor and evaluate performance as part of its on-going monitoring and review cycle.

1. **Board Constitution**

The Board is made up of parent elected Trustees, co-opted Trustees, the Staff and Student Trustee and the Headmaster.

The Board elects its own Chair from the parent elected, appointed or co-opted Trustees. The Headmaster, Staff or Student Trustee cannot be the Chair.

From time to time the Board may choose to co-opt other community persons onto the Board. The term of co-option will be determined at the time of co-option. A co-opted Trustee has exactly the same rights and obligations as elected, selected and appointed Trustees.

The Board currently has four standing committees – Audit, Student Disciplinary, Resources and Adams House Committees. The Board forms ad hoc committees as required for particular tasks (See Board Committee Policy).

2. **Board Roles and Responsibilities Policy**

The Board's key areas of responsibility are listed in the table below alongside key indicators

Board Responsibilities	Key indicators
1. Sets the strategic direction and long-term plans in association with the Headmaster and alongside the Senior Leadership Team 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 by 1 March each year 1.3 The Board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education 1.4 The Charter is the basis for all Board decision making
2. Sets the Charter and Annual Plan	2.1 Reports at each regular Board meeting, from Headmaster, on progress against annual plan, highlight risk/success 2.2 Targets in the annual plan are met.
3. Appoints and supports the Headmaster, sets their key performance indicators and assesses their performance.	3.1 Headmaster's performance management system in place and implemented

Board Responsibilities	Key indicators
4. Approves the budget and monitors financial management of the school	4.1 Budget approved by the first meeting each year 4.2 Satisfactory performance of school against budget
5. Effectively manages risk	5.1 The Board has an effective governance model in place 5.2 The Board remains briefed on internal/external risk environments and takes action where necessary 5.3 The Board identifies 'trouble spots' in statements of review and audit and takes action if necessary 5.4 The Board ensures the Headmaster reports on all potential and real risks when appropriate and takes appropriate action 5.5 The Board's performance is reviewed annually by the Headmaster
6. Ensures compliance with legal requirements	6.1 New Board members are inducted in the governance framework including policies, the school Charter and requirements and expectations of Board members and have read and understood them 6.2 New and continuing Board members are kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary 6.3 Accurate minutes of all Board meetings, approved by Board and signed by Chair 6.4 Individual staff/student matters are always discussed in public excluded session 6.5 Board meetings have a quorum
7. Ensures Trustees attend Board meetings and take an active role	7.1 Board meetings are effectively run 7.2 Trustees attend Board meetings having read Board papers and reports and are ready to discuss them 7.3 Attendance at 80% of meetings (min.) 7.4 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)
8. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	8.1 The Treaty of Waitangi is incorporated into the Charter 8.2 The Board, Headmaster and staff are culturally responsive and inclusive

Board Responsibilities	Key indicators
9. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its legal and best practice responsibilities as a good employer	9.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements) and seeks advice when required 9.2 Ensures there are personnel policies in place and that they are adhered to
10. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures	10.1 Resolution of any disputes and conflicts referred
11. Represents the school in a positive, professional manner	11.1 Board of Trustees Code of Conduct adhered to
12. Oversees, conserves and enhances the resource base	12.1 Property/resources meet the needs of the student achievement aims
13. Effectively hands over governance to new Board at election time	13.1 Succession planning is based on the current needs and strategy of the school 13.2. New Trustees provided with governance manual and induction 13.3 New Trustees fully briefed and able to participate following attendance at an orientation programme 13.4 Appropriate delegations are in place as per s66 Education Act 13.5 Board and Trustees participate in appropriate professional development

Updated 12 April 2022

Review schedule: Triennially

3. *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	The Standards
1. To work within the Board's Charter	1.1 The Charter is 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 Conduct	4.1 The Staff/Student Trustee acts within the code of conduct
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.

Review schedule: Triennially

4. Trustees' Code of Conduct 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....., have read and understood this Code of Conduct Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Review schedule: Triennially

5. *Trustee Remuneration and Expenses Policy*

The Board has the right to set the amount that the Chair and other Board members are reimbursed for their role as Trustees including attendance at 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 Christchurch Boys' High School:

1. The Chair receives \$825 per annum paid quarterly.
2. Elected, appointed and co-opted Board members receive \$605 per annum paid quarterly.
3. Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Trustees and \$825 for the Chair.
4. Attendance costs for professional development sessions will be met by the Board. Prior approval must first be sought.
5. All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring.

Updated 12 April 2022

Review schedule: Triennially

6. Conflicts of Interest Policy

The standard of behaviour expected at Christchurch Boy's High School 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.

Review schedule: Triennially

7. Chair's Role Description Policy

The Chair of Christchurch Boys' High School safeguards the integrity of the Board's processes and represents the Board 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:

6. 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*
7. 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
8. Assists Board members' understanding of their role, responsibilities and accountability including the need to comply with the Trustees' Code of Behaviour policy
9. Leads the Board members and develops them as a cohesive and effective team
10. Ensures the work of the Board is completed
11. Ensures they act within Board policy and delegations at all times and do not act independently of the Board
12. Sets the Board's agenda and ensures that all Board members have the required information for informed discussion of the agenda items

13. Ensures the meeting agenda content is only about those issues which according to Board policy clearly belong to the Board to decide
14. 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*
15. Ensures interactive participation by all Board members
16. 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*
17. Is responsible for promoting effective communication between the Board and wider community including communicating appropriate Board decisions
18. Establishes and maintains a productive working relationship with the Headmaster
19. Ensures the Headmaster's performance agreement and review are completed on an annual basis
20. Ensures concerns and complaints are dealt with according to the school's concerns and complaints procedures
21. Ensures any potential or real risk to the school or its name is communicated to the Board. This includes any concern or complaint.

* *Legislative Requirement*

Review Schedule: Annually in November or prior to meeting when chair is elected

8. 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. 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 is to the **day-to-day management** of the school.

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.

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 Principals' 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 management 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 staff as per the Personnel 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 Board's reporting policy requirements.

16. Receive protected disclosures and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000 as per the Protected Disclosures Policy.
17. Responsible for ensuring there is a Privacy Officer appointed.
18. Act as the Equal Employment Opportunities Officer.
19. Ensure that proposals for change are assessed against the following criteria:
 - a) There will be a limited number of changes being trialled in this school at any time.
 - b) The proposed change reflects the school's strategic goals.
 - c) The change is a high priority for the school.
 - d) The change is justified by evidence of it being likely to be effective.
 - e) Potential risks have been identified.
 - f) An appropriate implementation process is planned to manage the change.
 - g) The change will be trialled, evaluated and reported on.

Only decisions made by the Board acting as a Board are binding on the Headmaster, unless specific delegations are in place. Decisions or instructions of individual Board members, committee chairs or committees are not binding on the Headmaster except in rare circumstances when the Board has specifically authorised it. From time to time the Chair of the Board acting within delegated authority may issue discretions in policies of the school, in minutes of the Board, or by written delegation.

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.

Review schedule: Triennially

9. *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 must be approved by the Board and requested with reasonable notice.

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

Review schedule: Triennially

10. 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 shall:

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:
 - a. Report on Strategic and Annual Plan and targets
 - b. Business as usual calendar (including NAGs),

the coordination and approval of the following reports:

 - a. Student Progress and Achievement Reports
 - b. Departmental Curriculum Reports
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 for any significant change
8. Present information in a suitable form – not too complex or lengthy
9. Inform the Board when, for any reason, there is non-compliance with 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 dissatisfaction
12. Coordinate management/staff reports to the Board and present to the Board under the Headmaster's authority
13. Report on any matter requested by the Board and within the specified timeframe.

Review schedule: Triennially

11. Policy: Relationship between the Board and the Headmaster

The performance of the school 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 Board's agreed Code of Conduct 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 and the schedule of delegations.
7. The two must work as a team and there should be no surprises.
8. Neither party will deliberately hold back important information or knowingly misinform each other.
9. 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.
10. The Headmaster should be able to share their greatest concerns with the Board.

Review schedule: Triennially, subject to the annual Head Masters Appraisal

12. Headmaster Appraisal Policy

The Board establishes a performance agreement with the Headmaster each year and reviews the Headmaster's 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.

Guidelines

1. The basis for the annual appraisal is the Headmaster's Performance Agreement in which key components are:
 - a. The School's Charter, Strategic and Annual Plans
 - b. Professional Standards for Headmasters
 - c. Performance tasks and expected outcomes.
2. Procedure for the appraisal:
 - a. The Board ensures that all legal and contractual requirements to this policy are met and that the annual budget sets aside appropriate provision to enable this process to be satisfactorily conducted.
 - b. Duly delegated member(s) of the Board are responsible for overseeing the annual appraisal process, the development of the performance agreement and ensuring the various appraisal requirements for the Headmaster meet legal requirements.
 - c. As part of the performance appraisal process the delegated member(s) seeks feedback from other Board members and may also seek feedback from staff, parents, students or any other person/s as the delegated member(s) sees fit in consultation with the Headmaster.
 - d. An interim formative appraisal may take place during the year as agreed and the summative appraisal will take place at the end of the year. Details of the timeline and process for review are contained in the Performance Agreement.
 - e. All results of the performance review are confidential to the Board and the Headmaster unless otherwise agreed.
 - f. The delegated member(s) will report verbally (Public Excluded session) to the Board on the formative appraisal that takes place during the year.
 - g. The delegated member(s) will prepare a written report for the Board on the outcomes of the summative appraisal and table the new performance agreement (Public Excluded session) for discussion and adoption. The outcomes statements will indicate if the goals have been achieved or not achieved and the next steps.
 - h. It is accepted that self-appraisal is an important part of the process.

- i. In the event of a dispute related to the appraisal process or its results, an independent mediator agreed to by all parties is called upon to mediate. Ultimately the Board has responsibility for any final decision.
- j. The Board may decide to use the services of an independent consultant who specialises in education. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.

Review schedule: Triennially

13. Policy: Relationship between the Chair and the Headmaster

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 Roles and Responsibilities Policy
3. The Trustees' Code of Conduct Policy
4. The Role of the Chair Policy
5. The Responsibilities of the Headmaster 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 agrees 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. Each agree not to hold back relevant information.
12. Each 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.

Review schedule: Triennially, subject to the annual Head Masters Appraisal

14. 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) meeting will be available from the school office 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:
 - a. make the reasons for excluding the public clear
 - b. reserve the right to include any non-Board member it chooses
4. Can be held via audio or electronic communication providing:
 - a. all Trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - b. a quorum of members can simultaneously communicate with each other throughout the meeting.

Review schedule: Triennially

15. 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* (below).

Board meetings:

General

1. Meetings are held as per the triennial review schedule with dates confirmed each December for the following year.
2. Board minutes will be taken by a non-Trustee paid on a commercial basis on contract.

3. The quorum shall be more than half the members of the Board currently holding office.*
4. 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.*
5. 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.*
6. The Chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
7. Any trustees with a conflict or pecuniary interest in any issue may not be involved in any discussion, nor take part in any debate, on such issues and may be asked to leave the meeting for the duration of the debate and must not vote.* 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.
8. Only Trustees have automatic speaking rights.
9. The Board delegates [and minutes] powers under Sections 15, 16 and 17 of Education Act to the Student Disciplinary Committee.
10. The Board delegates [and minutes] authority to the Deputy Headmaster in the times of absence of the Headmaster.

Expectations of Trustees

11. Trustees should arrive on time.
12. Trustees should read the agenda and attached documents before the meeting.
13. Trustees will have attended to tasks allocated from the previous meeting.
14. It is very important that Trustees attend Board meetings, as this is often the only time when all the Board is together.
15. Trustees should advise the Chair early if they cannot be present at a Board meeting.

Time of meetings

16. Regular meetings are held monthly commencing at 5.30pm and concluding at 8.30pm.
17. A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
18. Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting.

Special meetings

19. A special meeting may be called by the Chair or by delivery of notice to the Chair signed by at least one third of Trustees currently holding office.

Exclusion of the public

20. 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

21. The Board meeting is a meeting held in public rather than a public meeting.
22. Public participation is at the discretion of the Board.
23. Public attending the meeting are given a notice about their rights regarding attendance at the meeting. Public Attending Board Meetings Procedure (See p. 16).

Motions/Amendments

24. 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.
25. Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
26. No further amendments may be accepted until the first one is disposed of
27. The mover of a motion has right of reply
28. A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment

Tabling documents

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

Correspondence

30. The Board should have access to all correspondence. Correspondence that requires the Board to take some action should be photocopied/scanned and distributed prior to the meeting. Other correspondence can be listed and tabled so that Trustees can read it if required.

Termination of debate

31. All decisions are to be taken by open voting by all Trustees present.

Lying on the table

32. 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

33. Points of order are questions directed to the Chair that 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

34. The Board's normal meeting procedures may be suspended by resolution of the meeting.

Agenda

35. Agenda items are to be notified to the Chair 3 working days prior to the meeting
36. Late items will only be accepted with the approval of the Board and in rare circumstances where a decision is urgent
37. The order of the agenda may be varied by resolution at the meeting.
38. All matters requiring a decision of the Board are to be on the agenda as separate meeting items.
39. The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number. Papers to be tabled are to be sent to the Board at least by Wednesday lunchtime before the meeting.
40. Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.

Minutes

41. The Headmaster is to ensure that secretarial services are provided to the Board.
42. The minutes are to clearly show resolutions and action points and who is to complete the action.
43. A draft set of minutes is to be completed and sent to the Chair for approval within five working days of the Board meeting before being distributed to Trustees within 14 working days of the meeting.
44. All Board sub committee reports/minutes should if possible be posted/emailed with the agenda, the Friday afternoon before the next Board meeting. The Chair receives any correspondence during the meeting.
45. Public excluded session minutes are distributed electronically and are password protected. They must be kept confidential.

Review schedule: Triennially

15.1 Public Attending Board Meetings Procedure

The Board welcomes public presence at Board meetings and hopes that members of the public enjoy their time observing Board meetings.

In order that members of the public understand the rules that apply to then attending Board meetings these procedures will be provided and followed unless otherwise authorised 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 you 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. No more than 3 speakers on any one topic.
6. Speakers are not to question the Board and must speak to the topic.
7. Board members will not address questions or statements to speakers.
8. Speakers shall not be disrespectful, offensive, or make malicious statements or claims.
9. 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.

Review schedule: Triennially

15.2 Meeting Agenda

	Time:
<p><u>1. Administration</u></p> <p>1.1 Present</p> <p>1.2 Apologies</p> <p>1.3 Confirmation of Minutes</p> <p>1.4 Declaration of interests</p>	
<p><u>2. Strategic Topics</u></p> <p>2.1 Strategic decisions made if required</p> <p>2.2 Expert presentation</p> <p>2.3 Exploration of key results/goals</p>	
<p><u>3. Headmaster's Report</u></p> <p>3.1 Ongoing summary of progress to date in relation to annual plan</p> <p>3.2 Exploration of special issue or project e.g. budget</p>	
<p><u>4. Committee Reports</u></p> <p>4.1 Resources Committee</p> <p>4.2 Adams House Committee</p> <p>4.3 Audit Committee</p>	
<p><u>6. General Business</u></p> <p>6.1 Correspondence</p> <p>6.2 Board Actions Outstanding</p> <p>6.3 Association Reports</p> <p>6.4 Annual Calendar Update</p>	
<p><u>7. Meeting Closure</u></p> <p>7.1 Comments on meeting procedures and outcomes</p> <p>7.2 Preparation for next meeting</p>	

Review schedule: Triennially

15.3 Evaluation of meeting on [date] chaired by [name]

1. How well did we accomplish the results we expected from this meeting based on the set agenda?

Not at all **Very well**
1 2 3 4 5

Comment:

2. How satisfied are you with how the team worked as a group?

Not at all **Very well**
1 2 3 4 5

Comment:

3. How satisfied are you with your participation and contribution as an individual?

Not at all **Very well**
1 2 3 4 5

Comment:

4. Is there anything that you believe would improve our meeting process?

Name: (Optional).....

Review schedule: Triennially

16. **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 receive a welcome letter on their joining the Board which includes:
 - a. Where and when they can pick up their governance folder
 - b. The suggested date of the induction
 - c. The date of the next Board meeting
 - d. Chair and Headmaster contact details
2. New trustees will be issued with a governance pack containing copies of the school's:
 - a. Governance Manual which includes:
 - i. Charter – including the strategic plan
 - ii. Board Governance Policies
 - iii. The Triennial Review Programme/Board Annual Work Plan
 - iv. Operational Policies
 - b. The annual/operational plans
 - c. The current budget
 - d. The last ERO report
 - e. The last annual report
 - f. 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.
7. After three months on the Board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

Did you feel welcomed onto the Board?

Very welcome

Welcome

Not very welcome

Comment:

Did you receive all necessary information in a timely manner?

Very timely

Timely

Not very timely

Comment:

Did you find the induction with Headmaster and Board chair to be effective?

Very effective

Effective

Not very effective

Comment:

Please comment on how we could improve this induction process:

Review schedule: Triennially

17. Board Review Policy

The performance of the Board is measured by the outcomes from:

1. the Annual Report
2. the Triennial Review Programme
3. the Education Review Office (ERO) report
4. any other means deemed appropriate by the Board

Refer also to the Self Review, Planning and Reporting Policy (NAG 2).

Review schedule: Triennially

18. Board Committee Policy

The Board may set up committees/working parties to assist the Board carry out its responsibilities and due process (e.g., staff appointments, Headmaster's appraisal, finance, and property, audit, disciplinary, complaints).

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. Such authority will be carefully stated in order not to conflict with authority delegated to the Headmaster or the Chair.
4. Help the Board (not the staff) do its work.
5. Other than the Student Disciplinary 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:
 - a. purpose
 - b. committee members
 - c. meets and reports
 - d. delegated authority

8. The following committees are currently established:

- Audit
- Student Disciplinary
- Resources
- Adams House

Review schedule: Triennially

19. Board Committee Terms of Reference

19.1 Audit Committee - Terms of Reference

Responsibility of the Board:

The Board develops policies which the Headmaster and staff implement in the day-to-day running of the school. The Audit Committee reviews policies on a 3-year cycle. The Board of Trustees at a Board meeting approves all policies.

Responsibility of the Headmaster:

The Headmaster ensures staff are aware of the Board's expectations through its policies.

Purpose:

To monitor on the Board's behalf, compliance with Board policies and external legislation. It does this by:

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:

The Committee shall be appointed by the Board. The Board may co-opt additional Trustees to the Committee as and when required.

The Committee shall comprise at least two Trustees, excluding the Headmaster and Board Chair.

Meets and reports:

The 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 Committee is formally constituted as a committee of the Board within these approved terms of reference and the delegated authority re the schedule of delegations.

Members of the management team shall attend meetings when requested. A representative of the external auditors may be requested to attend or address 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 be sought. If the advice is likely to incur costs prior approval must be sought from the Board.

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

Review schedule: Triennially

Last Updated: June 2021

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:

The Committee shall be appointed by the Board. The Board may co-opt additional Trustees to the committee as and when required.

The Committee shall comprise if possible three eligible Board members (excluding the Headmaster) and at a minimum two.

Meets and reports:

As necessary and reports to the next Board meeting

Delegated Authority:

The Committee is formally constituted as a committee of the Board within these approved terms of reference and the delegated authority re the schedule of delegations.

The powers conferred on the Board under Sections 15, 16 and 17 of The Education Act 1989 are delegated to the Student Disciplinary Committee. The Committee will:

1. Act in fairness, without bias or prejudice and with confidentiality
2. Act within legislation and the MoE guidelines
3. Act only on written and agreed information, not verbal hearsay
4. Use processes of natural justice in discipline hearing procedures
5. Make recommendations on discipline matters to the Board as necessary.

The Headmaster will keep the Board informed of the number of stand-downs, suspensions, exclusions and expulsions at each Board meeting.

Review schedule: Triennially

19.3 Resources Committee - Terms of Reference

Purpose of the Committee:

To oversee and support the Headmaster's management of school's assets and health and safety

Responsibilities:

The Resources Committee is responsible for:

- a) Overseeing the management of maintenance and improvement of both the Ministry of Education buildings and the school owned buildings, grounds, facilities, plant and equipment.
- b) Recommending the Annual Budget for approval by the Board of Trustees
- c) The annual monitoring of the provision for maintenance for the school
- d) Ensuring the presentation of the Draft Annual Accounts to the Board of Trustees by March 31
- e) Ensuring the presentation of the Audited Annual Accounts to the Ministry of Education by May 31
- f) When in place (i.e. post CSR programme) ensuring the operation and review of the Ten Year cycle of property maintenance including deferred maintenance
- g) The monthly monitoring of the CBHS budget
- h) Recommending capital expenditure to the Board of Trustees when it exceeds the Headmaster's approved delegation
- i) Recommending any unbudgeted expenditure to the Board of Trustees
- j) The monthly monitoring of Health and Safety at the school.

Glossary:

The terms school and Christchurch Boys' High School refer to both the day school and Adams House i.e. all operations governed by the Board of Trustees

Committee members:

All Board members are members of the Resources Committee. The chair is appointed by the Board of Trustees.

Meets and reports:

The Resource Committee meets monthly, the week before the Board meeting. Minutes from the Resource Committee meetings are reported to the Board.

Approved by Board – 28 August 2018

Review schedule: Triennially

19.4 Adams House Committee - Terms of Reference

Purpose:

Support the Adams House Senior Master and Headmaster in the strategic management and operation of Adams House including fulfilling regulatory requirements as set out in the Education (Hostels) Regulations 2005

Responsibilities:

The Adams House Committee is responsible for:

- a) Ensuring the Adams House Senior Master and Headmaster have met the Hostel licence requirements
- b) The annual monitoring of Adam's House compliance with the Education (Hostels) Regulations 2005 Guidelines <https://www.education.govt.nz/assets/Documents/School/Running-a-school/Hostel-Regulations/2017-Hostel-Guidelines.pdf>
- c) The annual monitoring of Adam's House compliance with ERO Board Assurance Statements <http://www.ero.govt.nz/how-ero-reviews/ero-reviews-of-schools-and-kura/school-hostels/>
- d) Annually recommending an Adams House Budget to be included in the annual School budget reviewed by the Resources committee
- e) The annual monitoring of the Adams House Capital Maintenance Plan
- f) The annual monitoring of the enrolment process
- g) The termly monitoring of parental satisfaction and voice
- h) The termly monitoring of student satisfaction and voice
- i) The monthly monitoring of the Adams House budget
- j) The monthly monitoring of progress against the CBHS strategic plan

The Adams House Committee meets the above purpose and responsibilities through:

- a) Receiving and discussing a monthly report prepared for the Headmaster by the Adams House Senior Master. The report is to be prepared in line with an annual calendar (below).
- b) Acting as a source of advice and direction for the Adams House Senior Master and Headmaster
- c) Making recommendation to the Board of Trustees

Committee members:

The Adams House Committee shall be appointed by the Board. The Board may co-opt additional Trustees to the Committee as and when required.

The Adams House Committee is made up of a minimum of three Trustees, (one of whom is the Headmaster), the Adams House Senior Master and a Hostel Parents Assn. Representative. The Chair of the Adams House Committee should be a Board member, excluding the Headmaster.

Meets and reports:

The Committee meets monthly, the week before the Board meeting. Minutes from the Committee meetings are reported to the Board.

Items to be included in the **Annual Reporting Calendar:**

20. Schedule of Delegations

1. This schedule of delegations was approved by the Christchurch Boys' High School Board of Trustees onand became effective on that date. The schedule sets out the responsibilities that can only be exercised by the Board and the responsibilities delegated to the Headmaster and Committees.
2. The purpose of the schedule is to ensure that the effectiveness of the governance and management of the school is maintained, to provide an agreed basis by which the Headmaster can exercise his responsibilities, and to enable responsibilities delegated by the Board to be monitored.
3. There are a small number of areas in which the Board retains responsibility.

20.1 Board delegations to the Headmaster

The Board delegates to the Headmaster the responsibilities listed below:

Management

- All authority and accountability for the day-to-day operational organisation of the school ensuring compliance with the Board's policy framework.
- The signing of declarations on behalf of the Board in relation to information required by the Ministry of Education.

Curriculum

- The day-to-day curriculum management in the school and the achievement of the Boards aims and objectives and the government's key achievement areas and requirements as specified in official educational policy documents.

Financial

- Implementation of the annual budget.
- The day-to-day management of finance, property, and health and safety matters.
- Authority to control access to NOVOPAY by authorised personnel.

Personnel

All staff/General Powers

- The implementation of the collective and individual employment agreements for staff ensuring compliance.
- Authority to attest employees' performance and determine salary increments as per school procedures and Collective Agreements.
- The appointment of staff in accordance with the Board's Personnel Policy, noting the need for Board representation for Senior Management appointments.
- To carry out initial inquiries in regard to complaints against staff members in accordance with the applicable employment agreement provisions and the school's complaints policy and procedures.
- The authority to grant discretionary leave up to a maximum of 5 days.

- Suspension of any employee or transfer to other duties for up to 10 days during any inquiry or following receipt of a complaint if satisfied that the welfare and interests of any student attending the school or of any employee at the school so requires.
- Police vetting of all staff including support and teaching staff.
- Acting on behalf of the Board as the Privacy Officer and Equal Employment Officer.

Support/Ancillary Staff

- Performance management including administering a performance improvement plan where deemed appropriate by the Headmaster. The Headmaster can issue a written warning for non-compliance with a performance improvement plan without reference to the Board, provided that the employee does not have a written warning that has been issued within the previous 12 months. In that instance, the matter should be referred to the Board for a determination of process.
- Disciplinary investigations and convening disciplinary hearings in cases of alleged misconduct and issuing sanctions up to a written warning, except in cases where the employee has a prior written warning within a 12 month period. In that instance, matters should be referred to the Board in the first instance for a determination of process.

Teaching Staff

- Competency procedures relating to teaching staff in accordance with the Secondary Teachers' Collective Employment Agreement through to the completion of the evaluation report as set out in clause 3.3.5(c/d). The Headmaster can issue a written warning for non-compliance with an assistance and guidance plan without reference to the Board, provided that the employee does not have a written warning that has been issued within the previous 12 months. In all other cases, the report and any recommendation will then be provided by the Headmaster to the Board for any decision as set out in clause 3.3.5.
- Disciplinary investigations and convening disciplinary hearings in cases of alleged misconduct and issuing sanctions up to a written warning, except in cases where the employee has a prior written warning within a 12 month period. In that instance, matters should be referred to the Board in the first instance for a determination of process.
- In cases of alleged serious misconduct, the undertaking of an initial inquiry. In the event the issues under investigation are not resolved informally by discussion or the Headmaster is of the view that the matter should proceed to the Board, then the Headmaster may initiate formal disciplinary procedures by forwarding relevant documents to the Board for this purpose. The Headmaster will seek advice from NZSTA or employers' advocates at all steps in this process;
- Monitoring of teacher registration.
- The authority to undertake mandatory reports to the NZ Teachers' Council as required.

Communication

- Communication with parents, officials, and organisations with whom the Headmaster deals as part of the day-to-day curriculum responsibilities, personnel, resource management and pastoral care.

Note: These responsibilities complement those responsibilities and goals set out in the Headmaster's job description and Performance Agreement.

20.2 Committees

Section 66 of the Education Act 1989 gives the Board the authority to delegate any of its powers to a special committee, except the power to borrow money.

The following Committees are currently formally constituted as a committee of the Board:

- Audit
- Student Disciplinary
- Resources
- Adams House

Delegated authority for the Student Disciplinary Committee

That the powers conferred on the Board under section 15,16 and 17 of The Education Act 1989 be delegated to the Student Disciplinary Committee of the Board to work within the established terms of reference.

Delegated authority for the Deputy Headmaster

A Senior Master be appointed Acting Headmaster in the absence of the Headmaster from the school except where the Board at its discretion otherwise determines.

Limitations:

The Board retains the following for itself, but reserves the right to delegate any of these functions to the Headmaster. Any decisions affecting these named areas must be discussed first with the Board.

1. Approval of all operating, capital and property maintenance budgets and amendments to those budgets;
2. The disposal of fixed assets with a net book value in excess of \$1000;
3. The appointment of any teaching staff in excess of positions funded by the Ministry of Education;
4. The allocation of any unit payment to any staff member that is not funded by the Ministry of Education;
5. Leave on full pay granted to staff other than for explicit provisions in Collective Agreements and the school's Staff Leave Policy;
6. The termination of employment of any employee of the school;
7. Signature of any formal or legal agreement which is in the name of the school and must involve the Board;

8. Responses to the Secretary for Education or any other head of a Government Department which was initiated by a report, written communication, request for information or required declaration and addressed to the Board or Board Chair.

Review schedule: Annually. This schedule will be tabled at the first meeting of the Board each year.

20.3 Delegated Authorities - Financial

The delegated authority framework establishes the authority and discretion to commit and approve payment of School funds.

Regardless of the limit of delegated authority specified below:

- No staff member can approve their own expense reimbursement
- No staff member may exercise a delegated authority on behalf of the school if they stand to gain personally from the transaction or if they have some other conflict of interest.

The financial delegated authority for each staff level represents the maximum value of an individual purchase that may be committed to, and/or approved by a staff member belonging to that staff level.

Purchase transaction amounts may not be split into smaller amounts, nor across time periods, in an attempt to meet the financial delegated authority of a staff-member.

The Approved Budget is the primary authority over both operational and capital expenditure. A staff member must only commit School funds where there is sufficient approved budget to cover the purchase, regardless of their financial delegated authority.

The Approved Budget will be entered in the School financial system (PC School Finance) at the beginning of the school year and will be visible to each budget holder through the financial reports module in PC School Spider. It is the responsibility of the budget holder to monitor expenditure against the Approved Budget during the year.

Where there is insufficient Approved Budget to cover a purchase, approval for the resulting variance to the Approved Budget must be obtained from the Board prior to any commitment of School funds.

These delegations are to be exercised in terms of the Board's Schedule of Delegations and the school's Financial policies.

The Headmaster delegates the financial authority to the following staff positions, at the value specified:

Position	Operating Expenditure Limit (excluding GST)	Capital Expenditure Limit (excluding GST)
Headmaster	\$50,000	\$20,000 Or within 10% of pre approved budget
Deputy Principal		

Assistant Principal Accounting Manager Sports Director Adams House Hostel Manager	\$25,000	Nil
International Director Teacher in Charge of IT	\$10,000	Nil
Head of Department or Teacher in Charge (Curriculum) Teacher in Charge (Extra Curriculum) Executive Assistant to the Headmaster Any other person with authorised signing authority for a budget area (eg. Library)	\$5,000	Nil

Acknowledgement to be completed by Staff

I _____ acknowledge receipt of the delegated financial authorities policy and confirm that I have read and understand the responsibilities delegated to me as _____ (*position*).

I accept responsibility for the proper execution of the delegations assigned to me. I acknowledge that I cannot further delegate those powers delegated to me by the Headmaster.

Staff member

Date

Approved: Board of Trustees 4 February 2020

21. Community Consultation

The Board consults with the community to ensure that the community is involved in determining the future directions of the School and so that community attitudes and beliefs can be reflected in the school's programmes and operations. The community is encouraged to be involved in the cultural, sporting, educational and social life of the school.

The Board and School report regularly to the community using annual reports, emails, newsletters, the news media and the school community events, website and Facebook. Parents and members of the wider community are encouraged to express their views on the Board's and School's operations in informal settings as parent interviews and by contacting the school and the Board.

Review schedule: Triennially

22. Public Relations Policy

Purpose

To ensure any comment on behalf of the school is made by the appropriate person

Policy Statement

Christchurch Boys' High School values the high regard in which it is held by many of its past and present students and staff, parents and caregivers and the wider community. The School is often sought by the media (newspapers, radio and television) for comment as an educational leader and benchmark for boys' secondary education.

An honest, positive and proactive approach to requests by the media for information and comment will best help maintain this valued respect. Media strategies and press releases should reflect the School's core values and goals as expressed in its strategic plan and Charter.

The School has clearly defined public relations roles. This ensures that accurate, consistent, strategic and timely comment and information is conveyed about the School, its policies and activities.

The only official media spokesperson for the School on all issues, excluding Board matters, is the Headmaster, unless specifically authorised by the Headmaster. On all Board-related matters that do not concern the day-to-day operation of the School, the Chairperson is the only spokesperson to be interviewed or quoted.

Because the school is a reference point on many educational issues the Board/Headmaster need to consider media training for any key spokespersons.

Regulations

- Meetings Act 1987
- Local Government Official Information and Meetings Act 1987

Review schedule: Triennially

23. Concerns and Complaints Process

Rationale

All members of the Christchurch Boys' High School (the School) community have the right to raise concerns and complaints about the School and have those concerns and complaints addressed.

This policy sets out the process by which concerns and complaints are to be dealt with by the School. The School is open to feedback on this policy, and desires to work with its community in all matters.

Purpose

To ensure that a clear process exists to enable raising and addressing complaints in alignment with the principles of natural justice.

Policy Statement

The School will follow the principles of natural justice, processes outlined in all relevant employment agreements (where applicable) and will meet its statutory obligations in dealing with concerns and complaints.

The School aims to deal with concerns and complaints fairly, efficiently and consistently, and in a way that respects the mana and dignity of all parties to ensure that all staff members, students, and students' families feel safe and supported.

Definition of Concerns and Complaints

Concerns: A concern is a matter that causes worry or disquiet that can be resolved collaboratively at the level, or close to the level, where the concern was generated.

All members of the School community (including staff, students and students' families) are welcome to raise matters of concern with individual members of staff, and issues are encouraged to be resolved collaboratively and at as low a level as possible.

If a concern is raised with a staff member that staff member may seek support from a senior staff member to address the concern.

If a concern is unresolved those holding the concern may decide to make a complaint.

Complaints: A complaint is a serious concern that the complainant wishes to be investigated and resolved

Complaints may be made about students, staff, Board Members or school procedures or requirements.

A complaint must:

- a) Be in writing;
- b) State in detail the reason for the complaint;
- c) Be based on specific and factual information, with all information provided; and
- d) Identify the complainant.

Process for making a complaint

- a) A written, specific, factual and signed account of the relevant issue should be provided to the School.
- b) Complaints about staff, students or operational matters should be provided to a member of staff with management responsibility e.g. a Dean, Head of Department or Senior Manager (all of these staff will be familiar with this policy).
- c) Complaints about the Headmaster or governance matters should be provided to the Board of Trustees via the Chair who will table the complaint at the following Board Meeting (assuming this meeting is more than three working days after the receipt of the complaint – if a complaint is received less than three working days before a Board Meeting it may not be tabled until the next meeting).
- d) Written acknowledgment of the receipt of the complaint can be expected within five working days of the receipt of the complaint.

Process for dealing with a complaint

- a) Once a complaint is received the complainant can expect to have receipt acknowledged in writing within five working days, unless exceptional circumstances exist.
- b) The delegated senior manager will be informed of all complaints about members of staff.
- c) An assessment will be made of the best level for the complaint to be addressed, with a view to having the complaint addressed fully, fairly and expediently, and at the lowest appropriate level. The Board will only address complaints that are about the Headmaster, governance matters, or where the complainant is unsatisfied with the outcome of an investigation of a complaint raised with the Headmaster.
- d) The person against whom a complaint has been made will be fully informed of the details of the complaint including the identity of the complainant. There may be some exceptions to this, for example matters relating to fraud or other criminal matters, or matters of safety, and an exception will be applied following legal or police advice.
- e) The complainant will be informed as to who will be investigating the complaint, who the decision maker will be, and the likely timeline to undertake the investigation.
- f) There can be no pre-determined length of time to resolve complaints, however, complainants can be expected to be updated in writing on a likely timeline within 10 days of their complaint being acknowledged, or in the case of complaints being addressed by the Board within 10 working days of the Board meeting at which the complaint was tabled.
- g) Any investigation that takes place will comply with the relevant employment agreement(s) (where applicable) and legislation.

- h) Complainants can expect to be advised in writing of the outcome of their complaint. If they are unsatisfied with the outcome they may then forward their complaint to the Headmaster, and then if required, the Board. They will be informed of the outcome of the complaint as far as is allowed by law, to preserve the mana and dignity of all parties involved.
- i) The Board will only review a complaint that has already been investigated if they are satisfied that the investigation process was unfair, or where new information becomes available and is provided by the complainant.

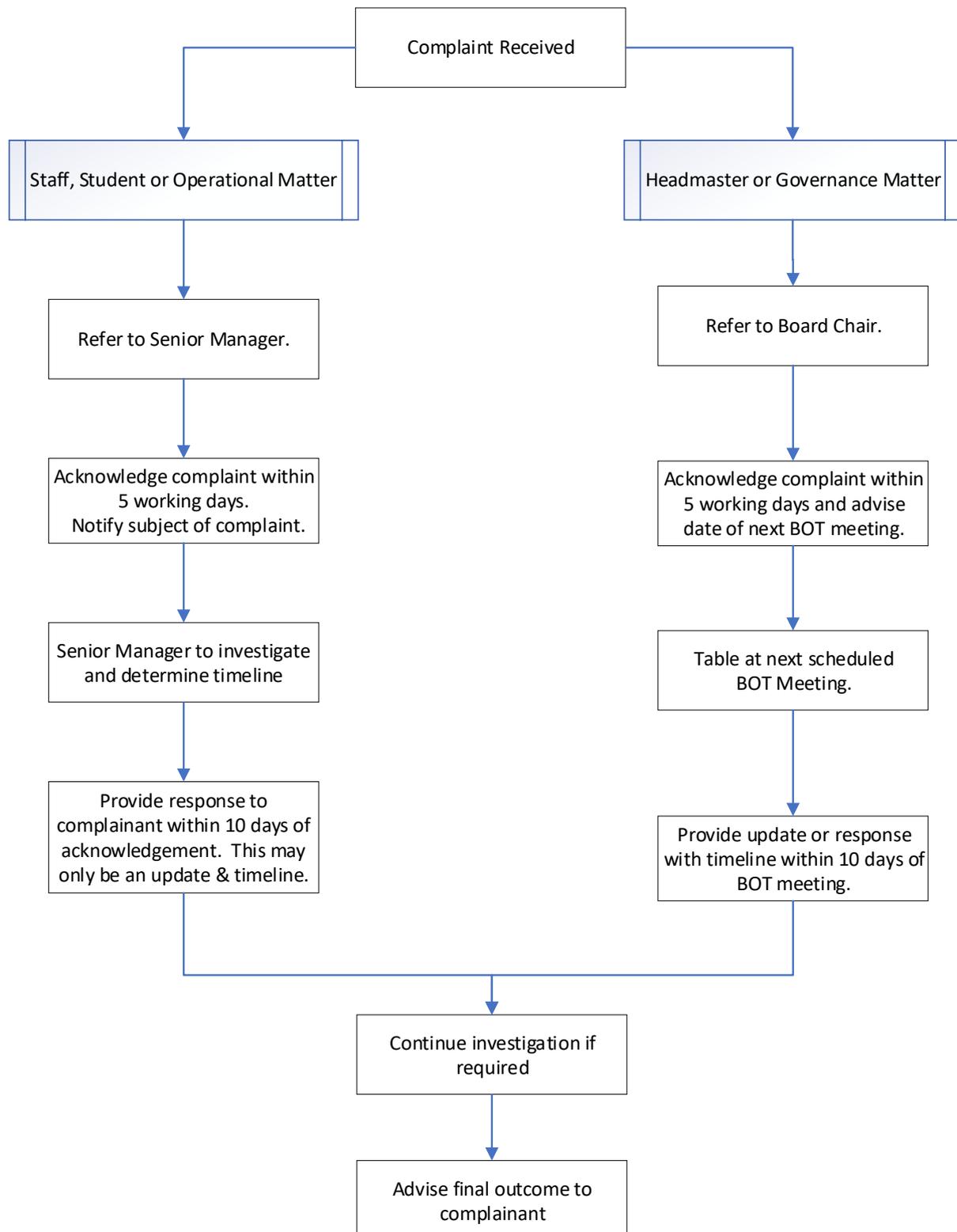
Additional Clarifications

- a) Board members are available to receive concerns and comment about the school from any source but shall redirect that concern or complaint in the first instance to the Headmaster (or Board Chair if concerning the Headmaster) for action.
- b) The Board recognises that not all complainants will be satisfied with the outcome of the investigation into their complaint. Once reconsidered, if the Board is confident of its decision, it may refuse to enter into any further discussion/correspondence regarding the complaint.
- c) A complaint regarding lack of compliance in relation to the process outlined in this policy will be actioned as a new complaint, rather than a reconsideration of the previous issue.
- d) Complainants seeking confidentiality should consider making a protected disclosure, refer to Section 24 of the Governance Manual.

Approved by Board: 17 September 2018

Review schedule: Triennially

COMPLAINTS POLICY PROCESS



24. Protected Disclosure Policy

Rationale:

The Protected Disclosures Act 2000 has implications for boards of trustees and their staff. The intent of the Act is to allow employees to disclose serious wrong doings confidentially where they believe on reasonable grounds that such wrong doings have or are being committed by the employer or another employee in the organisation.

Purpose:

To ensure that the School has a clear process in place to enable staff, former staff, volunteers, board members and contractors to confidentially make a protected disclosure.

Policy Statement:

Christchurch Boys' High School Board of Trustees ensures that procedures are in place to meet the requirements of the Protected Disclosures Act 2000 including the confidentiality of those who make a disclosure.

The Headmaster and Board Chair Person have delegation from the Board of Trustees to investigate Protected Disclosures

Procedures for staff making a protected disclosure under the Protected Disclosures Act 2000.

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring within the school and you wish to disclose that information, so it can be investigated you can make a protected disclosure to the Headmaster.
2. This can be done verbally or in writing. You should identify yourself and that the disclosure is being made under the Protected Disclosures Act and is following the board procedure, provide detail of the complaint [disclosure], and who the complaint is against.
3. If you believe that the Headmaster 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 Chairperson of the Board of Trustees.
4. It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating.

They can decide:

- a. to investigate the disclosure themselves
 - b. to forward the disclosure to the board or a committee of the board to investigate
 - c. whether it needs to be passed on to an appropriate authority. If it goes to an appropriate authority, they will advise you that they are now investigating the complaint.
5. If you believe that both the Headmaster and the Chairperson of the Board of Trustees may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external "appropriate authority" direct yourself.
 6. As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure.

An appropriate authority is defined in the Act as including:

"(a) includes ---

- i. the Commissioner of Police:
- ii. the Controller and Auditor - General:
- iii. the Director of the Serious Fraud Office:
- iv. the Inspector - General of Intelligence and Security:
- v. an Ombudsman:
- vi. the Parliamentary Commissioner for the Environment:
- vii. the Police Complaints Authority:
- viii. the Solicitor - General:
- ix. the State Services Commissioner:
- x. the Health and Disability Commissioner; and

(b) includes the head of every public sector organisation, whether or not mentioned in paragraph (a)."

7. Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).
8. There are three circumstances when you can go directly to the appropriate authority:
 - a. When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
 - b. If the matter needs urgent attention or there are other exceptional circumstances.
 - c. If after 20 working days there has been no action or recommended action on the matter to which the disclosure related. Otherwise you need to go through the internal processes. What happens if even the appropriate authority does nothing?
 - d. You could then make the disclosure to the Ombudsman [unless they were the authority you have already disclosed to] or a Minister of the Crown.
 - e. The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above. Where can I find out more information?
 - f. If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.

Procedure for the Headmaster or Board Chairperson when receiving a Protected Disclosure.

On being approached by a staff member, former staff member, or contractor working in the school who wishes to make a protected disclosure, the Headmaster or Board Chairperson will:

1. Ensure that any discussions with that person are carried out in a manner that protects the confidentiality of the discloser. It would not be unusual for a Headmaster to talk to a staff member in private, but it could be for a trustee. Meeting away from the school may resolve this issue. Likewise, the Headmaster or Board Chairperson needs to be cautious he/she does not reveal the discloser by beginning the investigation in such a way that links the person who made the disclosure.
2. Inform the discloser of the protections they have including any possible reasons that information that may identify themselves may need to be disclosed. Remind them that those protections only exist if the allegation is made in good faith. The protections are:
 - 2.1 the discloser's identity will be confidential unless they give permission to be identified or if the person who has acquired knowledge of the protected disclosure reasonably believes that disclosure of identifying information
 - a) is essential to the effective investigation of the allegations in the protected disclosure; or
 - b) is essential to prevent serious risk to public health or public safety or the environment; or
 - c) is essential having regard to the principles of natural justice.
 - 2.2 The discloser cannot be victimised by the employer for having disclosed the information.
 - 2.3 the discloser is not liable for civil or criminal proceedings for disclosing the information.
 - 2.4 if the discloser believes that they have been unfairly treated in their job or unreasonably dismissed following a disclosure they can take a personal grievance against their employer.
 - 2.5 A request for information under the Official Information Act 1982 [other than one made by a member of the police for the purpose of investigating an offence] may be refused, as contrary to this Act, if it might identify a person who has made a protected disclosure."
3. If the Headmaster or Board Chairperson considers that the allegation does not fit the criteria for serious wrongdoing by the employer or a staff member the Headmaster or Board Chairperson could identify that to the person making the disclosure and consider with them other forms of action if necessary for example making a complaint under the complaints policy.
4. The Headmaster or Board Chairperson can arrange a further meeting time with the discloser to discuss any outcome of an investigation that can be shared. It is important that the person making the protected disclosure knows that the allegation has been investigated even if they cannot be told the outcome of that investigation.
5. The Headmaster or Board Chairperson will keep confidential records of any meetings, notes, and investigation reports in a secure place.

Procedure for the Headmaster or Board Chairperson when considering information revealed by a protected disclosure will be to determine

1. Whether the information constitutes serious wrongdoing in terms of the Act. The Act defines serious wrong doing as being any of the following:
 - a. an unlawful, corrupt, or irregular use of public funds or public resources; or
 - b. an act, omission, or course of conduct that constitutes a serious risk to public health or public safety or the environment; or
 - c. 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 a fair trial; or
 - d. an act, omission, or course of conduct that constitutes an offence; or an act, omission, or course of conduct by a public official that is oppressive, improperly discriminatory, or grossly negligent, or that constitutes gross mismanagement.
2. What is the best course of investigation.
3. Whether it is advisable to refer the matter to another appropriate authority.
4. The appropriate mechanism for informing the person who made the disclosure of the outcome of the investigation.

Approved by Board: 28 August 2018

25. Adams House Policy

The Board of Trustees has adopted the policy below regarding the governance of Adams House. The Adams House policy forms part of the Christchurch Boys' High School Governance Manual.

Policy Statement

Adams House, the boarding hostel for Christchurch Boys' High School, is an integral and highly valued contributor to the culture, vision, mission, strategy and values of the school. The Board of Trustees view Adams House as having a long-term future within the school.

As part of Christchurch Boys' High School, which is a crown entity, the policies of the Board apply to Adam House. The Board of Trustees, however, recognises that due to the residential nature of Adams House and its 24 / 7 care of boys and due to the Ministry of Education (Hostels) Regulations (2005) that some amendments to policy, procedure and practice are required.

This policy clarifies matters relating to the governance of Adams House and outlines any amendments or exceptions to other policies contained in the Governance Manual.

Adams House Board Sub Committee

The Board of Trustees will appoint an Adams House sub – committee. The terms of reference of which will be published in the Governance Manual.

Complaints

The Christchurch Boys' High School Complaints policy applies to complaints relating to Adams House. In addition and as required by the Education (Hostels) Regulations (2005) complaints relating to Adams House:

- Can be made in writing or orally (If a complaint is made orally it must be put in writing by CBHS as soon as practicable).
- Must be acknowledged in writing within 5 days of receipt
- Must within 10 work days of acknowledgement have a decision made as to whether it is justified or not or whether additional time is needed to investigate. If this time is more than twenty days CBHS must explain to the complainant why this is and decide as soon as practicable whether the compliant is justified.

Financial matters and reporting

The Board acknowledges that as the school, which includes the hostel, is a Crown entity it is subject to standards or probity and financial prudence and should be able to withstand parliamentary and public scrutiny. Adams House will be included as a cost centre within the schools consolidated financial accounts.

Relationships and protection from ill treatment

Adams House is by the Education (Hostels) Regulations 2005 to have a policy on relationships and protection from ill treatment. This policy is the school's harassment policy. In addition to this policy.

- (a) **every boarder will be treated with respect and dignity; and**

- (b) **every boarder is given positive guidance promoting appropriate behaviour, having regard to the boarder's stage of development; and**
- (c) **every boarder is given positive guidance by the use of praise and encouragement and the avoidance of blame, harsh language, and belittling or degrading responses; and**
- (d) **boarders being given direction and guidance are not subjected to any form of discrimination (including favouritism or antipathy), physical ill-treatment, solitary confinement, or deprivation of food, drink, warmth, shelter, privacy, or protection; and**
- (e) **physical restraint of a boarder is used only in circumstances, and only in accordance with restrictions and conditions aligned with the Guidelines for Registered Schools in New Zealand on the use of Physical Restraint.**

Employment agreements

As per section 595 of the Education and Training Act 2020 all CBHS staff including Adams House staff must be employed under an agreement approved by the Public Service Commissioner.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through both the Adams House Committee and the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Stand downs and suspensions

The decision to stand down or suspend students from Adams House will be made by the Headmaster and these decisions will align with the process and practice for school stand down and suspension decisions. Students stood down or suspended from Adams House are still able to attend classes at school i.e. the stand down or suspension does not apply to school. School stand downs and suspensions do apply to Adams House.

Suspensions will be referred to the Board of Trustees who may expel a student from Adams House.

Any refund of fees paid in advance for a student who has been expelled will be at the discretion of the Board of Trustees.

Approving Authority :	Board of Trustees
Date Approved :	12 April 2022
Next Review Date :	April 2025

Part 3 - Trustee Register / Te Rārangi Kaitiaki

Approved number of Elected Parent Representatives = 5

Name & Address	Email & Phone	Role	Trustee since
Michael Singleton	E: Michael.singleton@cial.co.nz	Chair Co-opted	October 2018
Leeann Watson	E: leeannw@cecc.org.nz	Elected Parent	August 2016
Mike Medlicott	E: mmedlicott@nexia.co.nz	Deputy Chair Elected Parent	June 2016
Andrew Haig	E: andrew@theprojectoffice.co.nz	Deputy Chair Elected Parent	August 2018
Tim Cookson	E: tim.lucy@xtra.co.nz	Elected Parent	June 2019
Mark Zino	E: m.rzino@amuri.net	Elected Parent	June 2019
Analisa Elstob	E: Analisa.elstob@nz.gt.com	Co-opted	Sept 2021
Nigel Vernon	E: vernonn@staff.cbhs.school.nz	Staff Trustee	June 2019
Faraj Abasi	abbasifs19@student.cbhs.school.nz	Student Trustee	Sept 2021
Nic Hill	E: hilln@staff.cbhs.school.nz	Headmaster	
Steve Fraser	M: 027 422 257 73 E: frasers@staff.cbhs.school.nz	Deputy Headmaster	
Kathryn Doig CES, PO Box 414 89 Nazareth Ave Christchurch	W: 03 338 44 44 E: kathryn@cessl.org.nz	Board Secretary	

Part 4 - Triennial Review Programme / Board Annual Work Plan / Mahere Whakamahinga

Annual Work Plan

Year: 2020	Area for Review		Meeting 1 4 February 2020	Meeting 2 17 March	Meeting 3 28 April	Meeting 4 26 May	Meeting 5 30 June	Meeting 6 11 August	Meeting 7 15 September	Meeting 8 20 October	Meeting 9 17 November	Meeting 10 15 December	
Strategic Review	Charter/ Strategic Plan		Analysis of Variance Table of Key Indicators	Confirm strategic and annual plan	Charter					Review strategic and annual plan	Draft annual plan	Draft annual plan	
	Annual Plan Priorities - TBC	CBHs Culture – staff			✓		✓			✓			
		Work Ethic and Culture sStudents			✓			✓					
		Relationships and well Being				✓			✓		✓		
		Literacy				✓			✓		✓		
		Analysis & curriculum									✓		
		Staff Development			✓								
		Staff Wellbeing					✓				✓		
Regular Review (SLT to provide input)	Policy			Timetable policy		Self-review, planning and reporting policy	Health and safety policy	Personnel Policy		Curriculum Delivery and assessment policy			
	Student AREA data (Attendance, Engagement, Retention, Achievement)	Roll,		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Attendance Rates		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Retention			✓					✓			
		Engagement (Stand downs/suspensions)		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Tracking NCEA data							✓	✓	✓	✓	✓
		Junior student academic data		Incoming Y9 cohort data (including Y9 Maths PAT and English AsTTile)	Y9 and Y10 impression data (HOD Focus Group)								AsTTile literacy Midyis Value added Year 10
		Student wellbeing				✓				✓			
	Suicide Prevention				✓							✓	
	Human Resources			Teacher appraisal from prior year	Police vets	Appointment process			Registration		Support Staff appraisal		
	Health and safety			✓	✓	✓	✓	✓	✓	✓	✓	✓	
	International Students			Orientation Report			Student well-being survey	Code Compliance				Marketing Plan	
	Curriculum				Departmental reviews 2019 NCEA								
Budget			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
New Govt Initiatives as arise													
Emergent Review			Confirm subcommittees, terms of reference and delegations	Prospectus Draft Accounts 2018	Approve 2018 accounts	2020 Roll	New BOT	MOE June Roll Return	MOE July Roll Return	Student Trustee election	Insurance Review	Report on Open Hours	

				MOE March Roll Return					MOE September Roll Return	Review BOT Performance	
				Appoint Returning Officer							
				Approve Adams House Enrolment Process							
Board Process Requirements											

Part 5 - Operational Policies / Ngā Kaupapa Whakahaere

1. Curriculum Delivery and Assessment Policy (NAG 1)

Policy Statement

Christchurch Boys' High School ensures that the delivery of the curriculum is in accordance with the National Education Guidelines. We aim through effective curriculum delivery and assessment of learning to ensure that every student at the School is equipped with the competencies, knowledge and values to prepare them to be active, contributing and positive members of society.

Delegations

The Headmaster is the professional leader in the school and responsibility for effective teaching and learning is delegated to the Headmaster.

Curriculum Delivery

1. The School will develop and deliver a curriculum that provides each and every student the opportunity to develop into a successful learner.
2. The School's curriculum will be designed and delivered in accordance with the requirements of the New Zealand Curriculum and the school's vision and values.
3. The School will identify students who are not achieving or who are at risk of not achieving or who are gifted and talented and will implement appropriate strategies to meet their needs.
4. Equitable educational opportunities will be provided to all groups of learners.
5. The School curriculum will acknowledge the principles of the Treaty of Waitangi and the bi-cultural foundations of Aoteroa-New Zealand
6. Programmes will draw upon the significant features of New Zealand's diverse ethnic and cultural heritage.
7. Achievement data, including from NZQA, Years 9 and 10 and tertiary data will be tracked for individual students and groups of students.
8. Every two years the school consults on the delivery of the health curriculum.
9. The school aims to support all students into a post school plan.

Assessment

Christchurch Boys' High School is committed to valid, reliable, fair, consistent, accurate and personalised assessment.

Accordingly the Board expects that:

1. A range of assessment practices will be developed and utilised to ensure that all students are able to demonstrate the progress they have made.
2. All assessment will be fair, valid, sufficient, reliable and transparent.
3. We will adhere to best practice as defined by NZQA.

4. Student progress will be monitored and recorded against the National Achievement Objectives and School Achievement Objectives using a range of assessment procedures. These procedures are to be integrated into the teaching and learning programmes.
5. Heads of Department and teachers will be expected to demonstrate how assessment information is used to develop and improve teaching programmes to maximise student learning.

Māori Student Achievement

Reference: Ka-Hikitia- Accelerating Success.

Christchurch Boys' High School is committed to providing Māori students with the opportunity to realise their potential and to succeed in their lives as Māori. Accordingly the Board expects that:

1. A strong relationship exists with the school's Māori community/ whānau.
2. There is a process for consulting with and involving the school's Māori community/ whānau in identifying and meeting the needs of Māori students.
3. Indicators for Maori students' achievement will be monitored or considered in our curriculum review processes and reporting..

Reporting to Parents and the Community

Christchurch Boys' High School believes that students, parents and the wider community are entitled to regular, valid and useful reports on student achievement and the performance of the school. Accordingly the Board expects that:

1. Parents and guardians are given a range of opportunities and media to discuss the engagement, learning and progress of their son's.
2. Parents are given accurate and timely information about assessment methods and times and are given the opportunity to engage with the School regarding their son's progress.
3. Overall student achievement including areas of strength and areas of concern is reported to the community..
4. Specific reports will be contextualised, analysed and accompanied by a commentary.

Relevant Legislation/References

- National Education Goals
- National Administration Guidelines
- The NZ Curriculum
- The School curriculum and related documents
- NZQA requirements

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	30 June 2020
Next Review Date :	June 2023

2. Extracurricular Policies

2.1 Extracurricular Activity

[POLICY REPLACED BY 2.2 AND 2.3 ON 24/9/2017]

Purpose

To encourage opportunities for students to experience the benefits that participation in sports, arts, cultural and community activities brings.

Policy Statement

1. This policy covers all extracurricular activities.
2. Participation in extracurricular activities is supported by the school's values; leading and connected educational practice; through their relationships with their teachers and peers and their sense of belonging to Christchurch Boys' High School, can aspire to achieve higher things; and support academic success through sporting, cultural and social pursuits that enhance the character and quality of our fine young men.
3. The School will provide and resource a range of sport, art and cultural activities.
4. Extracurricular activities will be organised and carried out in a fair manner that encourages the student to challenge and improve himself and perform to the best of his ability in an environment that supports participation at all levels of ability and interest.
5. Those students and staff involved in extracurricular activities are deemed to be under the jurisdiction of the school and therefore all policies and procedures relating to the expectations of the school apply in relation to conduct, brand use and uniform.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	November 2015
Next Review Date :	June 2016

2.2 Sport Policy

Purpose

To ensure that sport activities align with the school's values and provide opportunities for the development of high quality relationships and experiences that enhance the character of our fine young men as they aspire towards outstanding achievement.

Policy Statement

1. This policy covers all sport activities.
2. The purpose of sport activities at Christchurch Boys' High School is to
 - a) Promote and enhance the school's values, mission and vision
 - b) Develop fine young men
 - c) Support academic achievement
 - d) Build relationships and community
3. The school values striving to win rather than winning itself
4. Representation of Christchurch Boys' High School in sport activities is considered a privilege. All participants (students and adults) are expected to adhere to the school's values. The Headmaster (or his delegate) may prevent participation by any student or adult from involvement in sport activities if the Headmaster believes they have not or do not reflect(ed) the values of the school. This may include poor attendance or academic effort.
5. The behaviours and actions listed below are not permitted under this policy
 - a) The recruitment of students to the school based on their ability in sport activity
 - b) Behaviour that reflects a "win at all costs" attitude
 - c) Offensive or discriminatory behaviour
6. Whilst seeking to provide a range of sport activities the school will not provide activities that risk the school's values or that are not sustainable.
7. The Board of Trustees recognises that there is an administrative cost to the provision of sport activities and permits the charging of a fee to all participants in sport activities to contribute to this cost
8. Sport activities are carried out on a "no pay no play" basis. Students must have paid or made an arrangement to pay before they participate in sport activities.
9. Those students and staff involved in sport activities are deemed to be under the jurisdiction of the school and therefore all policies and procedures relating to the expectations of the school apply in relation to conduct, brand use and uniform
10. Participants and spectators of sport activities/trips/functions/events that take place involving the school, irrespective of venue, are considered to be under the jurisdiction of the school.
11. Students participating in sports activities must adhere to the school's Code of Conduct.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approved by: Board of Trustees

Date Approved: 27 August 2019

Next Review Date: August 2022

2.3 Cultural Activity Policy

Purpose

To ensure that cultural and performing arts activities align with the school's values and provide opportunities for the development of high quality relationships and experiences that enhance the character of our fine young men as they aspire towards outstanding achievement.

Policy Statement

1. This policy covers all extracurricular cultural and performing arts activities.
2. The purpose of cultural and performing arts activities at Christchurch Boys' High School is to
 - a. Promote and enhance the school's values, mission and vision
 - b. Develop fine young men
 - c. Support academic achievement
 - d. Build relationships and community
 - e. Expose all students to cultural performances (as performers or as participants in an audience) so as to increase their appreciation of their own and other cultures and enhance their humanity, empathy and understanding.
3. Representation of Christchurch Boys' High School in cultural and performing arts activities is considered a privilege. All participants (students and adults) are expected to adhere to the school's values. The Headmaster (or his delegate) may prevent participation by any student or adult from involvement in cultural or performing arts activities if the Headmaster believes they have not or do not reflect(ed) the values of the school. This may include poor attendance or academic effort.
4. Achievement in cultural and performing arts activities will be recognised and awards or recognition that exists for sporting achievement will also exist for cultural and performing arts achievement.
5. Whilst seeking to provide a range of cultural and performing arts activities the school will not provide activities that risk the school's values or that are not sustainable.
6. The Board of Trustees recognises that there may be administrative cost to the provision of cultural and performing arts activities and permits the charging of a fee to all participants in these activities to contribute to this cost.
7. Cultural and performing arts activities are carried out on a "no pay no play" basis. Students must have paid or made an arrangement to pay before they participate in these activities.
8. Those students and staff involved in cultural and performing arts activities are deemed to be under the jurisdiction of the school and therefore all policies and procedures relating to the expectations of the school apply in relation to conduct, brand use and uniform

9. Participants and spectators of cultural or performing arts activities/trips/functions/events that take place involving the school, irrespective of the venue, are considered to be under the jurisdiction of the school.
10. Students participating in cultural or performing arts activities must adhere to the school's code of Conduct.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority: Board of Trustees

Date approved: 27 August 2019

Next Review Date: August 2022

3. Personnel Policy (NAG 3)

Policy Statement

Christchurch Boys' High School Board of Trustees acts as a good employer as defined in legislation, the provisions of all relevant employment contracts.

Delegations

The Board delegates to the Headmaster responsibility for the day-to-day management of staff in the expectation that they are managed in a sound, fair and respectful manner in accordance with current Collective Agreements, the terms of current employment legislation and other relevant law.

Staff Appointments

1. All staff appointments are made using fair, equitable and transparent procedures that ensure the best available person suited to the position is appointed.
2. The full Board manages the recruitment and appointment processes for the role of Headmaster. The Board may seek assistance with the process from an external agent who has in-depth knowledge of recruitment methodologies. Only elected and co-opted members with voting rights may vote in the final decision.
3. The full Board (or subcommittee as decided by the Board) including the Headmaster will be involved in the appointment of the Senior Leadership Team.
4. All other appointments are delegated to the Headmaster.
5. All non-teaching staff are police vetted and screened (ref. Vulnerable Children's Act 2014).
6. Appointments should reflect Equal Employment Opportunities guidelines.
7. All staff appointments are ratified by the Board.

Conditions of employment

1. All staff are employed under individual or collective employment agreements.
2. Teacher attestation for progress through the salary scale follows contractual and legal requirements, is rigorous, fair and documented.
3. Staff misconduct and performance issues are addressed quickly, and lawfully. (See Schedule of delegations).
4. Staff rights to personal dignity and access to a fair internal grievance process is ensured. (See Complaints and Protected Disclosures Procedures).
5. The school takes reasonable steps to protect staff from unsafe or unhealthy working conditions.
6. The Staff Handbook guides all employees on maintaining proper standards of integrity, conduct and concern for the public interest and well-being of students at the School.
7. The Board provides reasonable access to a confidential Employee Assistance Programme.

Professional development

1. All staff experience regular, high quality professional development opportunities with priority given to those which contribute to the goals and objectives outlined in the Christchurch Boy's High School Charter, Strategic and Annual Plans
2. An annual report on staff professional development is provided for the Board.

Performance management and appraisal

1. Christchurch Boys' High School values and acknowledges good staff performance and the contribution high performing staff make toward successful outcomes for students.
2. The Headmaster operates a performance management system that annually tracks the performance of every staff member against clearly defined objectives, shared expectations and job descriptions using suitable and consistently applied appraisal and feedback mechanisms. In respect of teaching staff, the Registered Teacher Criteria and Professional Standards will also apply.
3. The Board will receive an annual report confirming that staff performance appraisals have been completed. The Board will not receive information on the appraisal of individual staff members unless serious competency issues have been identified.
4. The Chair of the Board ensures the Headmaster's performance is evaluated against the professional standards for Headmasters and objectives agreed annually with the Board (see Headmaster Appraisal Policy).

Harassment

The Board meets legislative requirements which deal with harassment issues. Any kind of harassment, including bullying, sexual, religious and racial harassment is not acceptable at Christchurch Boys' High School.

Volunteers

The Board values the contribution volunteers make to Christchurch Boy's High School. The Headmaster will ensure procedures are in place to ensure safe interaction between volunteers, students and staff at Christchurch Boy's High School.

Relevant Legislation/References

- State Sector Act 1988
- Education and Training Act 2020
- Human Rights Act 1993
- Privacy Act 2020
- Employment Relations Act 2000 Christchurch
- Health and Safety in Employment Act 1992
- National Administrative Guideline 3
- Vulnerable Children's Act 2014

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Boards Audit Committee.

Approving Authority : Board of Trustees

Date Approved : 21 September 2021

Next Review Date : September 2024

4. Financial Policies (NAG 4)

4.1 Cash Management Policy

The Board of Trustees (the Board) of Christchurch Boys' High School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on 27 August 2019 and became effective from that date.

Introduction

- (i) The Board accepts that it has a responsibility to protect the cash resources of the School. The Board has agreed to the fundamental principles of this Policy and has delegated responsibility for the implementation and monitoring of this Policy to the Headmaster.
- (ii) In the formulation and approval of this Policy the Board has had due regard to the accepted standards of sound financial management and applied these to the School.
- (iii) The Board requires the Headmaster, as the Chief Executive and the Board's most senior employee, to implement and manage this Policy. The Headmaster may, from time to time, further delegate some of these responsibilities, and all such delegations must be attached as appendices to this Policy.
- (iv) 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.

Operating and Call Deposit Accounts

- (i) The Board agrees that the following operational accounts will be used:
 1. An account for all Ministry related funding and payroll, cash deposits, and all payments.
 2. An account for electronic payment on student accounts (account to account or via payment portal gateway) and eftpos payments
 3. An account for holding the balance of undistributed funds of any trusts and bequests where stipulated by the donor.
- (ii) The signatories to school bank accounts shall be as follows:

	Administrator	User	Transact	View
Headmaster	√		√	√
Accounting Manager	√		√	√
Deputy Principal (Staff)	√		√	√
Deputy Principal (Property)	√		√	√
Finance Assistant		√	√ (payment account only)	√

Accounts Receivable Officer		√	√ (deposit account only)	√
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- (iii) All payments (cheque or electronic) shall be approved by two authorised signatories.
- (iv) Under no circumstances is an authorised signatory to sign a blank cheque.
- (v) All cheques, except those for petty cash reimbursement, must be issued as 'Not Transferable – Account Payee Only'.
- (vi) At no time shall the cheque account be operated in overdraft without permission from the Bank and the Ministry.
- (vii) Interest bearing deposit accounts shall be operated to hold cash resources not currently required for operating purposes. Deposit accounts shall be operated by the Accounting Manager, with any transfers requiring approval by two authorised signatories. The balances of deposit accounts will be reported monthly at the Resources Committee meeting. Deposit accounts may not be opened at any new institutions without approval of the Board.

Trust Fund Account

- (i) If requested by the donee, a separate bank account shall be used for the trust funds held by the Board in trust for donor-specified purposes. The terms and conditions for the operation of these accounts shall be the same as for the general operating accounts referred to above.
- (ii) International Student Fees in Advance will be banked into the main school operating account in the first instance. In accordance with the International Fee Protection Policy, the Board will maintain term deposits equal to the balance of international fees paid in advance calculated at the beginning of each term.

Investments

- (i) Investments of School funds may only be made in accordance with the terms of the Education Act 1989.
- (ii) Notwithstanding the requirements of the Act, no investments may be made in equity stocks or in synthetic money market products (e.g. Forward Rate Agreements and Interest Rate Swaps).
- (iii) Investments (not including term deposits) may only be made with the written authorisation of the Headmaster and the Board Chairperson.

Fundraising

- (i) The Board acknowledges that under the Education Act 1989 some professional fundraising contracts constitute an illegal fundraising contract. No such fundraising contract will be entered into by the School. If doubt exists about the legality of a proposed fundraising contract, the Headmaster will contact the Regional Financial Advisor of the Ministry of Education for advice.

Cash Receipts

- (i) All cash and cheques received must be paid into the school office promptly and properly receipted. This includes trading income, other local funds receipts and reimbursements for learning materials.
- (ii) No cash received can be used to pay accounts in cash.

- (iii) All receipts must be banked as soon as possible and preferably within one working day of receipt.
- (iv) All cash and cheques kept on the premises must be kept secure and under the control of a delegated person.
- (v) The Board acknowledges there are instances where cash is collected as part of off-site fundraising activities. The Board expects all cash collected as part of fundraising activities to be paid into the school office as soon as practicable after the fundraising event, and that it be accompanied by a full reconciliation of all receipts.

Accounts for Payment

- (i) All accounts for payment, other than expense reimbursements and attendance fees, must be supported by a copy of the
 - official school order form (where applicable);
 - the invoice, with certification by the orderer that each item has been received, prices and quantities are correct, and the payee details are correct;
- (ii) The invoice must be certified by the person who holds the delegated authority to incur the expenditure.
- (iii) Expense reimbursements and mileage claims must be certified by the manager of the individual being reimbursed, provided the certifier has delegated authority to sign. An expense claim should be supported by GST receipts or invoices. Reimbursement of mileage will be at rates specified in the relevant Collective Agreement. All reimbursements must be claimed within 3 months.

Petty Cash

- (i) A petty cash fund of no more than \$200 shall be held.
- (ii) Cash floats for the school canteen and coffee shop will be maintained at the appropriate level for day to day operations.
- (iii) Foreign currency may be held from time to time – this will arise from foreign currencies returned after overseas trips by staff. Depending on the currency, the amount, and the likely future use, it may be held in the safe for use on future overseas trips.

Approval

- (i) As part of its approval the Board requires the Headmaster 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 Headmaster arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Approving Authority:	Board of Trustees
Date Approved:	27 August 2019
Next Review Date:	August 2022

4.2 Credit Card Policy

1. The Board of Trustees (the Board) of Christchurch Boys' High School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on 28 November 2017 and became effective from that date.

Introduction

2. The Board agrees that it has a responsibility to ensure that credit card expenditure incurred by the School must clearly be linked to the business 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 Headmaster.
3. The Board requires the Headmaster, as the Chief Executive and the Board's most senior employee, to implement and manage this Policy. The Headmaster 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.

Process of Issue of Credit Cards

5. Credit cards will be issued to staff members with responsibility for particular roles within the school as per the attached schedule. Any cards issued to staff outside of these roles must be approved by the Board.
6. A register of cardholders and card limits should be maintained.
7. The limits set for credit card use may be less than, but will not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations.
8. An increase to this limit may be approved for a specific purpose (for example, an overseas trip), for a limited time. It will be arranged by the Head of Strategic Finance and approved by the Headmaster. The limit will be subsequently reduced to its original level once the expiry date of the specific purpose is reached.
9. Prior to the card being issued, the recipient must be given a copy of this Policy and be required to sign it off to signify that they have read and understood it.

Acceptable Use of Credit Card

10. Credit Cards are to be used for legitimate school expenses only. Credit Cards should not be used for purchase of goods or services from a supplier with whom the school has an existing account.

11. The credit card is not to be used for any personal expenditure. **Use of a School Credit Card for expenses of a personal nature of any kind may result in disciplinary action up to and including dismissal.**
12. In the case of travel, the credit card will only be used for payment of actual and reasonable travel, accommodation and meal expenses incurred on School business which are not covered by other travel and incidental allowance claims.

Personal Responsibility

13. Staff issued with School Credit Cards are personally responsible for the use of the card, and for complying with School policies. The cardholder will be personally accountable and responsible for all transactions on their card.

Procedures to be followed when using the Card

14. All expenditure charged to the credit card should be supported by:
 - A detailed invoice or receipt to confirm that the expenses are properly incurred on School business;
 - For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to support the GST input credit.
 - In the rare circumstances where no invoice or receipt is given, a detailed description of the expenditure must be provided, including why no receipt was provided.
15. The cardholder is responsible for attaching receipts and coding expenditure according to the timeframes set.
16. Approval for the expenditure should be obtained on a one-up basis (for example the Headmaster should approve any credit card expenditure by the Senior Leadership Team and the Board Chair should approve any credit card expenditure by the Headmaster). A list of designated approvers is attached as an appendix. Cardholders are not allowed to approve their own expenditure.

Approvers Responsibility

17. All credit card expenditure must be approved by the cardholders designated approver (as per the attached schedule). Approving Managers are responsible to ensure team members credit cards are used only for legitimate business purposes and that spending is conducted in a responsible and cost conscious way.

Cash Advances

18. Cash advances (except when travelling with students) are not permitted except in an unforeseen emergency.
19. The Board accepts that there may be times when travelling with student groups, that cash will be required. Cash advances will be permitted where this has been pre – arranged and approved by the Headmaster, and the Head of Strategic Finance has been able to transfer funds to the credit card (to avoid any cash advance fees).

20. Where cash advances are taken, the cardholder must provide a full explanation and reconciliation, with receipts wherever possible, of how the cash was used. Any unspent monies must be returned to the School.

Discretionary Benefits

21. Any benefits of the credit card such as a membership awards programme are only to be used for the benefit of the School. They should not be redeemed for personal use.

Cardholder Responsibilities

22. The cardholder has the following responsibilities in respect of the credit card:
- Cardholder must never allow another person to use the card.
 - Cardholder must protect the pin number of the card.
 - Cardholder must only purchase within the credit limit applicable to the card.
23. The cardholder must notify the credit card company and the School immediately if the card is lost or stolen.
24. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board.
25. It is noted that the card operated by the Headmaster's Executive Assistant is for general school use and may be used for approved school purchases by any CBHS staff member. All purchases will follow policy and procedures and be supported by a GST receipt.
26. The Cardholder must be given a copy of this policy and complete an acknowledgement that they have read and understood the policy. (See wording below).

Approval

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

Approving Authority:	Board of Trustees
Date Approved:	21 September 2021
Next Review Date:	September 2024

Acknowledgement from Cardholder

I _____ acknowledge receipt of a Christchurch Boys' High School Credit Card.

I acknowledge receipt of the credit card policy and confirm that I understand the terms and conditions under which the card has been allocated.

I understand that improper use of this card may result in disciplinary action as well as personal liability for improper purchases.

Signed: _____ / /

Schedule of Cardholders: September 2021

Position	Designated Approver	Limit
Headmaster	BOT Chair	\$10,000
Deputy Principal Assistant Principal Head of Boarding	Headmaster	\$5,000
Sports Director	Headmaster	\$5,000
International Director	Headmaster	\$10,000
IT Manager	Headmaster	\$5,000
Library Manager	Assistant Principal - Curriculum	\$1,000
Hostel Manager	Head of Boarding	\$1,000
Headmaster's EA	Headmaster	\$5,000
HOD <ul style="list-style-type: none"> • English • Mathematics • Science • Languages • Art • Music • Commerce • Physical Education • Outdoor Education • Technology • Geography • History • Social Studies • Careers 	Assistant Principal - Curriculum	\$1,000
TIC – Sports <ul style="list-style-type: none"> • Cricket • Rugby • Rowing • Football • Hockey • Basketball • Cycling • Athletics • Sports Co-ordinator 	Sports Director	\$1,000
TIC - Trips	Headmaster	As per RAMMS approved by BoT

4.3 Entertainment Policy

The Policy was approved and adopted by the Board at its meeting held on 27 August 2019 and becomes effective once the associated Alcohol Policy is approved in August.

Introduction

- (i) The Board agrees that it has a responsibility to ensure that expenditure on entertainment incurred by the School must clearly be linked to the business 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 Headmaster.
- (ii) The Board requires the Headmaster, as the Chief Executive and the Board's most senior employee, to implement and manage this Policy. The Headmaster may, from time to time, further delegate some of his/her responsibilities.
- (iii) 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.
- (iv) Entertainment and hospitality will be budgeted for as part of annual planning to recognise appropriate recognition of staff wellbeing and collegiality.

Purposes of Entertainment

- (i) Entertainment expenditure will be for the following purposes;
 - (a) Building relationships and goodwill
 - (b) Representation of the school in a social situation
 - (c) Hospitality provided in the course of school business to external parties
 - (d) Staff or community social functions
- (ii) The purpose of all purchases should be transparent, and the amount expended able to be demonstrated as reasonable and appropriate.

School Events and Staff Meetings

- (i) This includes conferences, seminars, workshops, training courses and meetings.
- (ii) When deciding upon a venue, teachers should consider location, accommodation standard and tariff rates. They should give due consideration to the nature of the event, total cost, expectations of participants and their home location.
- (iii) When deciding upon catering, teachers should consider the nature of the event and the quality of food required. There are approved caterers for events in the Hall.

Drugs, Alcohol and Tobacco

- (i) The use and supply of alcohol must comply with the school's Drugs, Alcohol and Tobacco Policy. (5.4)

Approval

- (i) As part of its approval the Board requires the Headmaster 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 Headmaster arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.
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Approving Authority: Board of Trustees

Date Approved: 27 August 2019

Next Review Date: August 2022

4.4 Finance and Assets Policy

Purpose

1. To provide sound financial management of the School's assets and its daily operations that will aid in ensuring Christchurch Boys' High School provides excellent resources for its students and staff.

Policy Statements

2. Planning and Budgeting

Christchurch Boys' High School allocates its funds to reflect the School's priorities and needs as outlined in its Strategic Plan and Charter/Governance Manual.

In preparing budgets or longer term plans these must :

- (i) Reflect the targets/goals sought by the Board.
- (ii) Reflect the priorities as established by the Board.
- (iii) Comply with the Board's requirement to aim to make a return equating to 5% of the operating grant. This takes a conservative approach and may be used to offset deficits or specific strategic projects where funding is required by the Board.
- (iv) Ensure working capital of a minimum of 1:1.
- (v) Provide sufficient investments to cover the liability to the Ministry of Education for property maintenance and renewal as accounted for in the balance sheet.

Draft budgets will be presented to the Board in November for discussion and approval. School expenditure is controlled and monitored by the Board of Trustees with delegation to the Headmaster for the management of allocated funds.

3. Annual Report

Annual accounts are prepared and audited as required by the Public Finance Act 1989 and the Education Act 1989 (section 87 (3)).

4. Purchases

All purchases of services and supplies must be authorised by the appropriate person before payment is made.

5. Bank Account and Investments

Two signatories are required on all cheques, direct credits or other bank payments. Any cash from surpluses or working capital is to be invested in the School's interest bearing bank account.

6. Fixed Assets

The Board has developed a comprehensive ten year plan that ensures the School's buildings and facilities are maintained and developed to a standard that provides a safe, healthy, learning environment for students and staff, achieved by appropriate annual and long term planning and budgeting.

In conjunction with the Ten Year Plan the Board will review all Board owned buildings including Adams House, to ensure all Board owned buildings and facilities are maintained and developed to a standard that provides a safe, healthy learning environment for students and staff, achieved by appropriate annual and long term planning and budgeting.

Assets must be protected, adequately maintained and not be unnecessarily put at risk. Insurance cover must be maintained for all assets.

Delegations to Headmaster

7. Therefore, the Headmaster must:

- (i) Only incur borrowings/debt or agree to a guarantee, where it has been authorised by the Board.
- (ii) Ensure adherence to generally accepted accounting practices or principles.
- (iii) Ensure tagged funds are only used for the purposes they have been approved for.
- (iv) Adhere to approved budgets.
- (v) Ensure all money owed to the school is collected in a timely manner.
- (vi) Ensure staff and creditors are paid in a timely manner.
- (vii) Only purchase or sell property/capital items that have been authorised by the Board.
- (viii) Only expend on single items within the Board established limit.
- (ix) Ensure that all relevant government returns are completed on time.
- (x) Ensure that no one person has complete authority over the School's financial transactions.
- (xi) Ensure any capital purchase of over \$3,000 is only made after having obtained comparative prices for comparative quality and ensuring all ongoing costs, value, and reliability of product is taken into account.

8. Assets must be protected, adequately maintained and not unnecessarily risked.

Therefore, the Headmaster must:

- (i) Ensure assets are insured.
- (ii) Only allow authorised personnel to handle funds or School property.
- (iii) Ensure that plant and equipment is not subject to improper wear and tear and is properly maintained and used appropriately.
- (iv) Ensure the implementation of the 10 year property maintenance plan.
- (v) Ensure protection of intellectual property, information and files from loss or significant damage and ensure there is no unauthorised access or duplication.
- (vi) Ensure there are sufficient management controls around funds received, processed and disbursed sufficient to meet auditor standards.
- (vii) Invest or hold operating capital with the School's bank accounts.

9. Regulations

Public Finance Act 1989 (section 2; part 5)

Education Act 1989 (sections 67, 73, 79, 87(3), 90, 100)

Crown Entities Act 2004

National Administration Guideline (No.4)

10. Property

Fencing of Swimming Pools Act 1987

Education Act 1989

Fire Safety and Evacuation of Buildings Regulations 1992

Fire Service Act 1975

Resource Management Act 1991

Building Act 1991 (section 6, 47a)

National Administration Guideline (No.4)

Ministry of Education's Property Occupancy Document: State (Non-integrated Schools' Notice of Terms and Conditions)

Approving Authority :	Board of Trustees
Date Approved:	28 November 2017
Next Review Date :	November 2020

4.5 International Fee Paying Students Policy

Regulations

CODE of Practice: *Christchurch Boys' High School has agreed to observe and be found by the Code of Practice for the pastoral care of international students established under section 28F of the Education Act 1989 and the Code Administrator is NZQA. Copies of the Code are available on request from this institution or NZQA website at www.nzqa.govt.nz*

Purpose

Christchurch Boys' High School offers a limited number of places to international fee-paying students who identify with the mission and vision of the School. The presence of international students enhances the opportunities and perspectives of all students.

- *International fee-students help to bring diversity and a global perspective to the CBHS community*
- *International fee-paying students provide an opportunity for domestic students to interact with students of other backgrounds and cultures*
- *The revenue gained through the enrolment of fee-paying international students provides better learning opportunities for all students at CBHS*

Policy Statement

International fee-paying students receive an education consistent with that provided to domestic students.

As part of the annual budget, the Board of Trustees sets a projected number of international fee-paying students and fees for international students for the following year.

International students will be required to sign a contract establishing the terms and conditions that international students will be admitted to the school.

The School will provide programmes and pastoral guidance and support to meet the individual learning and social needs of the international fee-paying students.

The international student programme will be evaluated annually to include its effectiveness in:

1. Meeting Christchurch Boys' High Schools' Principles for International Student Education
2. Marketing & Promotion
3. Managing & Monitoring Agents
4. Offers, Enrolments and Contracts
5. Immigration Matters
6. Orientation
7. Safety & Well-Being
8. Student Support, Advice and Services
9. Managing Withdrawal and Closure
10. Dealing with Grievances
11. Compliance with Disputes Resolution Scheme

1.5.1 International Student Refund Policy

Purpose

This refunds policy outlines factors that will be considered when a request for a refund of international students' fees is made to the school. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016 and the Education Act 1989.

Requests for a refund of International Student Fees

1. An application for refund of fees must be made in writing. The parents/guardians must apply in writing to the Director of International Students explaining why the student has withdrawn from the course and the reasons for seeking a refund.
2. If the application is made and accepted before the start of the course, fees will be refunded in full less an administration charge of \$500.00 to cover costs incurred by the school.
3. If the application is made after the start of the course, but before the second half of the course, fees will be refunded less:
 - 3.1 An administration charge of \$500.00.
 - 3.2 Costs to the school already incurred for tuition.
 - 3.3 Components of the fee already committed for the duration of the course, including agent commissions and appropriate proportions of salaries of teachers and support staff (if applicable).
 - 3.4 Costs already incurred for the use of facilities and resources.
 - 3.5 The proportion of the Government Levy the school is required to pay.
 - 3.6 Any other costs already incurred.
4. When requests for a refund are made following:
 - 4.1 failure by a student to obtain a study visa:
 - (i) If the visa is denied prior to the course starting, a full refund will be given.
 - (ii) If the application for renewal is denied, a refund will be given for fees incurred past the date of the current visa minus any costs incurred by the school.
 - 4.2 voluntary withdrawal by a student:
 - (i) Refer 2-4
 - 4.3 the signatory ceasing to provide a course of educational instruction as contracted with a student, whether it stops of its own accord or as required by an education quality assurance agency:
 - (i) a full refund of the portion of charge relating to this instruction incurred by the student.
 - 4.4 the signatory ceasing to be a signatory:

- (i) A full refund of remaining fees from the date of signatory expiry.

4.5 the signatory ceasing to be a provider.

- (i) A full refund of funds up until the date of closure

5. If the application is made after the second half of the course, there will be no refund except in exceptional circumstances to be determined by the Headmaster.
6. No refund will be made to a student enrolled at the school prior to the 1st of March who becomes a Permanent Resident or whose parents gain a Work Permit or Long-Term Business Visa after the 1st of March (in any year).
7. The Board of Trustees will make no refund:
 - 7.1 Where a student is asked to leave the school because of misbehaviour, poor attendance or violation of school rules.
 - 7.2 Where a student wishes to transfer to another school for whatever reason.
 - 7.3 Where a student returns home for any reason other than the student's serious illness or serious illness or death of a close family member.
 - 7.4 If the enrolment application is found to be false or misleading in any way and the contract is terminated.
 - 7.5 Where a student changes to domestic student status during the period of enrolment.
8. Requests for a refund of homestay fees
 - 8.1 If for any reason, an international student withdraws after the start date of their enrolment, any unused homestay fees will be refunded, less the school's notice-period fee.
 - 8.2 Where a student moves from a school homestay and requests a refund of any unused homestay fees, these will be refunded less the school's notice-period fee.
9. Balance unused at the end of enrolment

Students account repayments needed at end of enrolment will be transferred to the student's Parents/Caregivers unless under \$500 and authorized by the Parents/Caregivers.

10. Outstanding activity fees or other fees

Any activity or other fees incurred by a student during enrolment and unpaid at the time of withdrawal, will be deducted from any eligible refund.

Review

The school will review the conditions relating to this policy as part of the normal cycle of review

1.5.2 Fees Protection Policy

Rationale

The school undertakes to comply with the Fees protection provisions set out in Education (Pastoral Care of International Students) Code of Practice 2016 (The Code).

Purpose

This fees protection policy makes clear factors that will be considered to ensure that international student fees paid in advance are protected and can be made available in accordance with the school's refund policy. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016.

Fees protection

The school will ensure that its fee protection mechanisms and accounting procedures provide the following safeguards: The school will ensure that funds from international students paid in advance are accounted for in such a way that individual student balances are clearly identified and monitored

1. The school will ensure that generally accepted accounting procedures are applied to international student fees paid in advance
2. The school will ensure that only those staff with appropriate authority will have access to international student funds paid in advance
3. The school will ensure that all International fees paid in advance shall be paid into the school's operating account or other account authorized by the Principal
4. The school will transfer fees paid in advance to revenues at appropriate intervals during the period of enrolment for each student
5. The school will ensure that it has sufficient funds available to meet any remaining international student fees paid in advance liability at any time.
6. The school will ensure that the operation of this fee protection policy is audited as part of the school's audit procedures.

Review

The school will review the conditions relating to this policy as part of the normal cycle of review

1.5.3 International Student Accommodation Policy

Rationale

The school undertakes to comply with the accommodation provisions set out in Education (Pastoral Care of International Students) Code of Practice 2016 (The Code).

Purpose

This accommodation policy outlines factors that will be considered when managing accommodation for international students enrolled at the school. This policy should be read in conjunction with the Education (Pastoral Care of International Students) Code of Practice 2016 and the Education Act 1989.

Policy objectives

- a) To align with the Board principles underpinning International Student Education at Christchurch Boys' High School.
- b) To provide a suitable living environment conducive to study and a safe and supportive home life.
- c) To involve residential caregivers in the welfare of the student.
- d) To assist the student to successfully integrate into New Zealand life.
- e) To ensuring the student is well cared for and supported by the school.

1. Approved Accommodation

1.1 All international students must live with parents or residential caregivers that have been approved by the school. The following categories of residential care may be approved by the school:

- Designated caregiver
- Homestay
- Licensed hostel
- School hostel
- Approved temporary accommodation

1.2 The school will not approve accommodation for students over 18 years of age not living with parents other than with a residential caregiver.

2. Use of Accommodation Agents

The school may make use of accommodation agents to organise and manage student accommodation. In the event that an accommodation agent is used, the school will enter into a written contract with the agent and will ensure that the accommodation services provided by the agent meets the requirements of the Code.

3. Onsite Assessment

Residential care accommodation for international students will undergo an on-site assessment to determine that the accommodation is of an acceptable standard, is not a boarding establishment and the residential caregiver provides a safe physical and emotional living environment.

4. Ongoing Monitoring

All residential care accommodation for international students will be monitored on a regular basis including visits to the accommodation and student interviews to ensure that the accommodation continues to meet required standards.

5. Resolving Difficulties

Where difficulties arise in residential care, the school will liaise with residential caregivers, contracted agents, students and parents as appropriate to resolve such difficulties.

6. Safety Checking

Safety checks, including Police vetting as appropriate, will be carried out for residential caregivers. All residents of the home over 18 will require police vetting.

6.1 Designated Caregivers

- (i) The school will have written Designated Caregiver Agreements with all designated caregivers
- (ii) The monitoring of students living in designated care will be managed in accordance with this policy and the Designated Caregiver Agreement

6.2 Homestay

- (i) The school will have written Residential Caregiver Agreements with all homestays
- (ii) The school will have written Homestay Accommodation Agreements with all students and their families
- (iii) The monitoring of students living in homestays will be managed in accordance with this policy and the Homestay Accommodation Agreement
- (iv) Homestay fees paid to the school will be held by the school on behalf of students and paid to host families in regular payments. Remaining homestay fees at the end of enrolment will be refunded according to the schools' refund policy.

6.3 Licensed Hostel

- (i) The school will have written Residential Caregiver Agreements with licensed hostels.
- (ii) The school will have written Hostel Accommodation Agreements with all students (or their legal guardian) living in a licensed hostel.
- (iii) The monitoring of students living in a licensed hostel will be managed in accordance with this policy and the Hostel Accommodation Agreement.

6.4 School staff will not be homestay providers, except for temporary accommodation as approved by the Headmaster.

7. Temporary Accommodation

- 7.1 The school will assess the suitability of the accommodation considering the age and gender of the students
- 7.2 The school will ensure adequate supervision is in place for all students
- 7.3 The school will ensure all pastoral needs of the students are met including meals and laundry
- 7.4 The school will ensure that supervisors in temporary accommodation undergo an appropriate safety check
- 7.5 The school will monitor and manage risks to students

Review

The school will review the conditions relating to this policy as part of the normal cycle of review.

1.5.4 Managing Recruitment Agents

Purpose

This policy is to provide clear and consistent guidance for relationships between the school and education agencies. This policy should be read in conjunction with the Agency Agreement, and the Education (Pastoral Care of International Students) Code of Practice 2016.

Managing Recruitment Agencies

1. Contracts

The school will sign agreements with all education agencies who recruit students for the school.

2. Reference Checks

The school will enter into working relationships with reputable agencies, once a reference check has been carried out and all supporting documentation has been submitted by the agency, i.e. an Agency Application Form, and other supporting documentation the school deems necessary. Results of reference checks will be recorded by international staff.

3. Ethical Conduct

New Zealand is a signatory to the Statement of Principles for the Ethical Recruitment of International Students by Education Agents and Consultants (To be known as the London Statement of Principles) and operates under the Education (Pastoral Care of International Students) Code of Practice 2016. Recruitment agencies will be informed about, and will comply with, the requirements of the Code and the London Statement of Principles.

4. Action for Breach

Where agencies are found to contravene the Code and/or the London Statement of Principles, the school will apply the appropriate sanctions as detailed in the Agency Agreement.

5. Commissions

5.1 The school will pay commission to the agency as set out in the Agency Agreement. The school reserves the right to make other commission or incentive arrangements with selected agencies by special negotiation.

5.2 The school will generally pay commissions to contracted agencies upon receipt of an invoice. Commission payments will be made within 4 weeks after the student has commenced at the school and is subject to the tuition fee being received by the school.

5.3 The school may elect to make special arrangements with trusted agencies to allow the agency to withhold commissions from tuition payments due to the school. Such arrangements are at the sole discretion of the school and no commissions should be withheld by an agency without prior agreement from the school.

5.4 Where a student does not see out the entire period of their enrolment at the school, the school may, on a case by case basis, decide whether or not to request a refund of all or any part of any commission fees paid to an agency.

5.5 The school will have no obligation to pay commission fees to any agency with whom the school does not have a signed Agency Agreement.

6. Agent monitoring and review

The school will review the conduct and performance of its agencies as a part an annual self review. The school will collect and record appropriate evidence of agency reviews.

7. Reporting

The staff member in charge of international education will report directly to the school Principal on the performance of the school's contracted agencies and report any breaches of the Code that may lead to the termination of an agency contract.

Approving Authority :	Board of Trustees
Date Approved :	17 March 2020
Next Review Date :	March 2023

4.6 School Donations Policy

Purpose

School donations are needed to help fund the educational opportunities that the School can provide. They contribute to the fulfilment of the strategic goals.

Policy Statement

Christchurch Boys' High School invites donations from both parents and benefactors. The School request an annual donation per child from parents. This is in recognition that the governments/state funding formula is inadequate to provide the balanced education expected by the School's community.

The Board should consider increasing on annual basis the school fees for the following financial year by a minimum of the inflation rate.

Activity fees are an additional cost to the parents. Payment of these is compulsory.

There is the opportunity for the school to request donations for the development of the School and facilities.

The Board invites parents to make an additional donation of \$500 to aid to the current and future facilities and property development of the School.

Definitions

School donation – General

Amount set by the Board of Trustees annually and requested from parents for each child at the school.

School donation – facilities/property

Amount set by the Board of Trustees annually and requested from parents for each child at the School.

Payment of the School donations are strongly encouraged but are not compulsory.

School activity fee

Charges made for additional activities and resources used by a student. Payment is required.

Regulations

1. Education Act 1989 section 3 (free enrolment and free education for all except foreign students)
2. Public Finance Act 1989 sections 24(2) and 41(2) (accountability in financial statements for all money received)

Approving Authority :	Board of Trustees
Date Approved :	July 2010
Next Review Date :	September 2016

4.7 Sensitive Expenditure Policy

The Board of Trustees (the Board) of Christchurch Boys' High School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on 28 January 2014 and became effective from that date.

Introduction

- (i) The Board agrees that it has a responsibility to ensure that all expenditure of Board funds is clearly linked to the business of the School and does not at any time provide unreasonable and personal benefit from those funds to any individual or group of individuals (staff or students).
- (ii) The Board acknowledges that at times there are expenses which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.
- (iii) The Board has determined that any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised before approval and will be supported by appropriate fund raising specific to that expenditure.
- (iv) Particular reference should also be made to the Board's travel policy in considering expenditure which may benefit individuals or groups of individuals.
- (v) 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 Headmaster (as the Chief Executive and the Board's most senior employee).

Principles

- (i) The Board requires the Headmaster, where expenditure may be beneficial to an individual or group of individuals, to take account of the following prior to authorising this expenditure :
 - Does the expenditure benefit student outcomes?
 - Does the expenditure represent the best value for money?
 - Is it in the budget?
 - Could the Board justify this expenditure to a taxpayer, parent or other interested party?
 - How would the public react if this expenditure was reported by the media?
 - Would there be perceived to be any personal gain from this expenditure?
 - Does this expenditure occur frequently?
- (ii) Any proposed expenditure which may benefit individuals or groups of individuals will be backed by funds which have been raised for the purpose. This funds will be raised with a full understanding of their purpose known to those contributing the funds – such as parents or other funding sources (e.g. Charities). The funds raised will cover all costs (including travel and accommodation costs for teachers who may be involved).

Accounting for Expenditure

- (i) All expenditure which is incurred on behalf of individuals or groups of individuals will be fully accounted for and a separate income statement for management reporting

purposes showing all funds raised and expenditure incurred will be provided to the Board.

Approval

- (i) As part of its approval the Board requires the Headmaster 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 Headmaster arrange for all new staff to be made familiar with this Policy and other policies approved by the Board.

Approving Authority :	Board of Trustees
Date Approved :	28 January 2014
Next Review Date :	March 2017

4.8 Sponsorship Policy

Purpose

To ensure the use of the Christchurch Boys' High School brand is actively managed and controlled and subject to a standardised approval process.

Rationale

The Board of Trustees recognises that the Ministry of Education funded operations grant is limited, and targeted, to achieving the National Education Guidelines so supports the opportunity for diversified, additional revenue to allow for enhanced learning opportunities (curricular and co-curricular) for the students of Christchurch Boys' High School (CBHS).

Policy Application

This policy relates to the activities involved in generating sponsorship for CBHS. This includes conditional sponsorship (that includes benefit(s) to the sponsor e.g. branding, business partnerships) and unconditional funding (where no benefit(s) sought or received by the sponsor e.g. unconditional donations).

Definitions

Sponsorship – that is – “the supply of time, funds and/or product in return for sponsor brand promotion and positioning within the school community.”

Unconditional donations – where no benefit(s) sought or received.

Criteria

- (i) Sponsorship activities must bring a tangible, positive benefit to the School and enhance the value of the School's brand.
- (ii) Branding and signage – the aesthetics of the School must not be compromised and the School identity is to be maintained. The name of the sponsor may be associated with the School and/or group./team being sponsored however the business name must not replace the name of the School and/or the group/team.
- (iii) Sponsor naming rights and exclusivity – all exclusive sponsorship arrangements must be approved by the Board.
- (iv) Ensure no conflict of interest between any commercial activities and the School's values and the Board of Trustees strategic goals.
- (v) Neither sponsorship contracting party may bring the other into disrepute.
- (vi) School facilities will be available to all groups within the School to raise funds – no group shall have exclusive rights to School facilities for fundraising activities.

Sponsorship Categories

- (i) Exclusive or permanent general branding.
- (ii) Targeted permanent branding (e.g. signage on boundary fencing).
- (iii) Targeted temporary branding (e.g. Press advertisements for a specific event).
- (iv) Grant applications that require Headmaster or Board of Trustee sign off.
- (v) Conditional donations (e.g. distribution to database/access to students).
N.B. this excludes unconditional donations

Procedures

Guidelines for use and forms are held by the Headmaster.

With the exception of exclusive and permanent branding sponsorship applications, the Board delegates responsibility to the Headmaster for the approval of grant funding applications, business partnerships and commercial sponsorships, recognising commercial sensitivity when doing so, and reporting on them to the Board.

Approving Authority :	Board of Trustees
Date Approved :	July 2010
Next Review Date :	September 2016

4.9 Theft and Fraud Prevention Policy

Purpose

To set out the policy on fraud and to give guidance to employees on their duties and responsibilities in connection with fraud or suspicion of fraud.

Background

The Board accepts that it has a responsibility to protect the physical and financial resources of the School. The Board has agreed that through its chief executive, the Headmaster, the School has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the School or who are service recipients of the School.

General

As preventative measures against theft and fraud the Board requires the Headmaster to ensure that:

- (i) The School's physical resources are kept secure and accounted for.
- (ii) The School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Crown Entities Act 2004 and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of Australia & New Zealand.
- (iii) Staff members who are formally delegated responsibility for the custody of physical and financial resources by the Headmaster are proven competent to carry out such responsibilities and that such persons are held accountable for the proper execution of their responsibilities.
- (iv) All staff members are aware of their responsibility to immediately inform the Headmaster should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School.

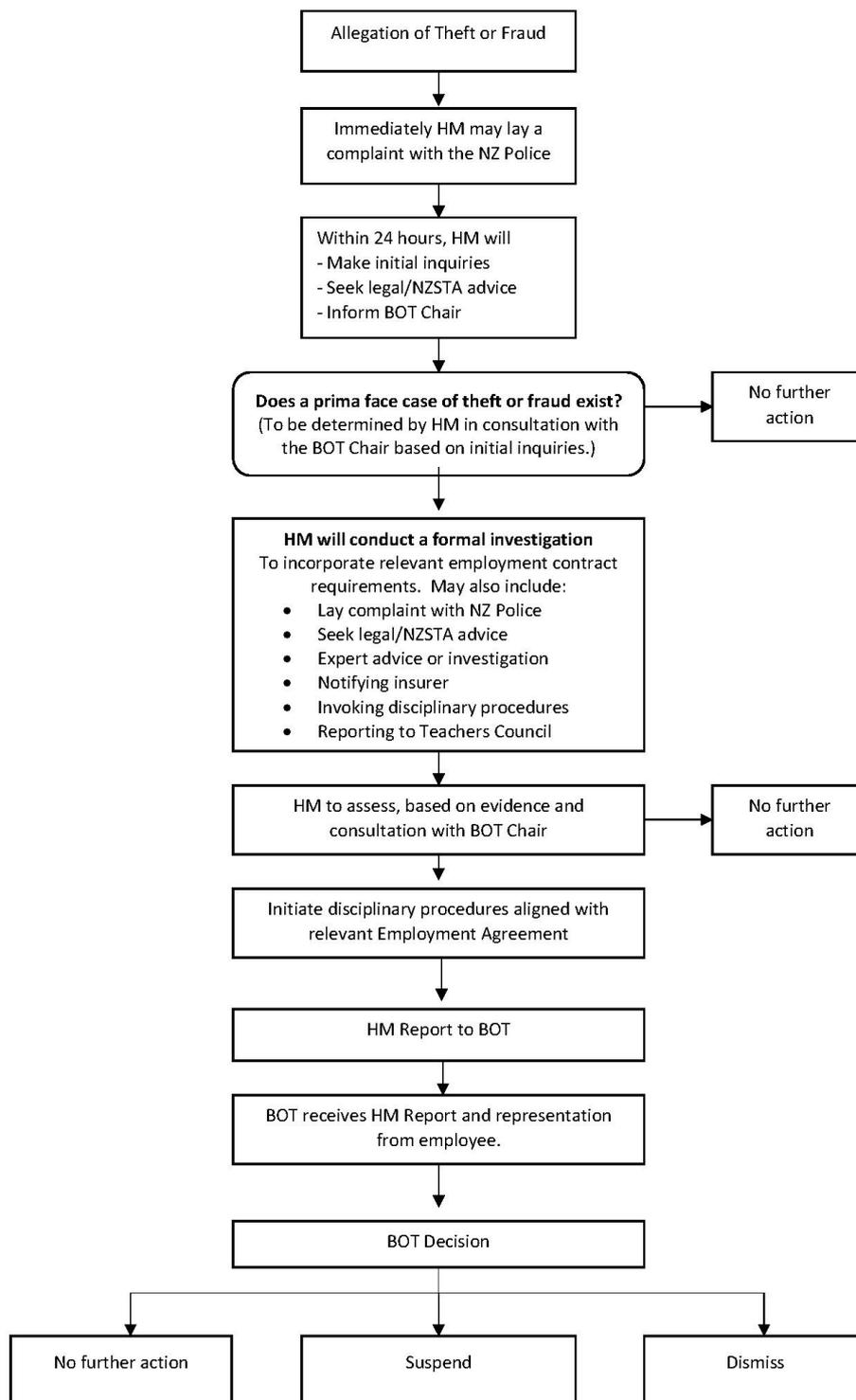
Actions deemed to be fraudulent

Fraud includes but is not limited to:

- (i) Forgery or alteration of cheques.
- (ii) Any misappropriation or irregularities of funds, securities, supplies or other assets.
- (iii) Any irregularity in handling or reporting of money transactions.
- (iv) Misappropriation of furniture fixtures, fittings and equipment.
- (v) Seeking or accepting anything of material value from vendors, consultants or contractors without prior consent of the Headmaster.
- (vi) Unauthorised use or misuse of school property, equipment, materials or records.
- (vii) Any computer related activity involving the alteration, destruction, forgery or manipulation of data for fraudulent purposes, or the misappropriation of school owned software.
- (viii) Any claim for reimbursement of expenses that were not incurred for the exclusive benefit of the school.

Process to be followed when allegation received

The Board recognises that on Police or legal advice, a different process may be followed.



Should any delegated staff member or any other staff member improperly disclose information the Headmaster shall consider if that person or persons are in breach of confidence and if further action is required. Any action the Headmaster considers must be in

terms of the applicable conditions contained in their contract of employment and any code of ethics or code of responsibility by which the staff member is bound.

In dealing with any allegation, the Board recognises the rights of employees under their employment agreements and in law.

Allegations concerning the Headmaster or a Trustee

- (i) Any allegation concerning the Headmaster should be made to the Board Chairperson. The Chairperson will then investigate in accordance with the process outlined in this policy.
- (ii) Any allegation concerning a member of the Board of Trustees should be made to the Headmaster. The Headmaster will then advise the manager of the local office of the Ministry of Education and commence an investigation in accordance with this Policy.

The Board requires that all staff are made aware of this Policy.

Approving Authority :	Board of Trustees
Date Approved :	March 2020
Next Review Date :	March 2023

4.10 Travel Policy

The Board of Trustees (the Board) of Christchurch Boys' High School (the School) has consulted with staff and parents in the formulation of this Policy (the Policy). The Policy was approved and adopted by the Board at its meeting held on 28 January 2014 and became effective from that date.

Introduction

- (i) The Board agrees that it has a responsibility to ensure that travel expenditure incurred by the School must clearly be linked to the business 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 Headmaster.
- (ii) The Board requires the Headmaster, 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.
- (iii) This Policy can 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.

Principles

- (i) The Board agrees to ensure that
 - the travel expenditure is on the Board's business, and the School obtains an acceptable benefit from the travel when considered against the cost;
 - expenses are reimbursed on an actual and reasonable basis; and
 - staff that are required to travel on business do not suffer any negative financial effect.

Process for Making Travel Arrangements

- (i) Under no circumstances may any staff member approve their own travel.
- (ii) All bookings for international and domestic travel is to be conducted through the School's normal purchase procedures located in the Staff Handbook. This includes the booking of accommodation, flights and rental vehicles.

Travel within New Zealand

- (i) The justification for travel within New Zealand must be documented. It is to be transparent and must relate to a school need. Travel within New Zealand is to be authorised on a one-up basis (for example the Headmaster should authorise any travel by the Deputy Headmaster and the Board Chair should authorise any travel by the Headmaster).
- (ii) All domestic air travel is to be economy class.

International Travel

- (i) Prior to international travel being undertaken, the traveller must be given a copy of this Policy and be required to sign it off to signify that they have read and understood it.
- (ii) All international travel should be authorised by the Board before it is commenced. A proposal must be put to the Board detailing the purpose of the trip, the expected

- benefit to the Board which will arise from the trip and an estimate of the costs of the trip. The Board will approve the travel in writing.
- (iii) At the end of the trip overseas, the traveller must prepare a trip report, which details the costs incurred during the trip, activities which took place during the trip and the benefits to the Board and the School of the trip.
 - (iv) Except where the flight time exceeds 10 hours, all international air travel is to be economy class.
 - (v) Business class travel may be approved, where the Board considers appropriate, for travel more than 10 continuous hours in duration.
 - (vi) If a staff member has a travel time without a stopover in excess of 20 hours, a rest period of 24 hours before commencing work is permitted.

Accommodation

- (i) Staff should opt for good but not superior accommodation, for example Qualmark 2 star accommodation and must be prepared to justify exceptions to this rule to the Board.
- (ii) Staff who stay privately will be reimbursed on production of receipts, for koha or for the cost of a gift given to the people they have stayed with. Prior to travel the staff member should receive authorisation for the value of the intended koha/gift. (Refer to Gift Policy).

Vehicles

- (i) When using rental vehicles, staff should opt for good but not superior model vehicles and should be prepared to justify any exceptions to this rule to the Board.
- (ii) Use of private vehicles is to be approved on a one-up basis and reimbursement will be at the rate specified in employment agreements.
- (iii) If taxis or rideshare vehicles are used, then staff should pay by school credit card, or obtain a receipt and seek reimbursement as part of an expense claim.

Reimbursement of Expenses

- (i) The reimbursement for business related travel expenses is on the basis of actual and reasonable costs. Actual and reasonable expenditure is defined as “the actual cost incurred in the particular circumstance, provided that it is a reasonable minimum charge”.
- (ii) For travel within New Zealand, actual and reasonable expenses are those incurred above the normal day to day costs.
- (iii) All personal expenditure is to be met by the staff member. Examples of this are mini bar purchases, in house movies, laundry and private phone call charges are to be paid separately by the travelling staff member.
- (iv) All receipts must be retained and attached to the travel claim. The claim is to be authorised on a one-up basis.
- (v) For expenditure incurred in New Zealand of value greater than \$50 (including GST) there should also be a GST invoice to ensure that GST can be reclaimed by the School.
- (vi) Authorisation can still be given for expenditure less than \$50 where there is no receipt, for example if it is not practical to obtain a receipt or if the receipt is lost. The expenditure can be reimbursed provided that is no doubt about its nature or the reasons for it.

Discretionary Travel Benefits

- (i)
- (ii) Staff must travel by the most direct route unless scheduling dictates otherwise.
- (iii) The School will not meet expenses incurred on behalf of a spouse or travelling companion. In the event of a person travelling with an employee, a reconciliation of expenses should clearly demonstrate that the School did in no way incur additional expenditure.

Approval

- (i) As part of its approval the Board requires the Headmaster 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 Headmaster arrange for all new staff to be made familiar with this Policy and other Policies approved by the Board.

Approving Authority :	Board of Trustees
Date Approved :	30 June 2020
Next Review Date :	June 2023

4.11 Use of School Facilities Policy

Purpose

The facilities at Christchurch Boys' High School are used for School events and approved community groups' events. This policy is to provide guidance to those who may wish to use the School facilities.

Policy Statement

As part of its role as a leading educator and key resource in the local community the School makes available at an appropriate fee its facilities and is keen to see them utilised and enjoyed widely.

The School reserves the right to refuse approval for the use of a school building or its facilities as it sees fit.

The School fulfils its compliance with health and safety legislation by ensuring that all users of the facilities read, sign and abide by the Conditions of Use (Hall booking form and Hall and Performance venues Health and Safety Policy), and are aware of recognised hazards.

Regulations

Education Act 1989

Electricity Regulations 1997

Fire Safety and Evacuation of Buildings Regulations 1992

Fire Service Act 1975

Building Act 1991 (section 6, 47a)

National Administration Guideline (No.4)

Ministry of Education's Property Occupancy Document : State (Non-integrated Schools Notice of Terms and Conditions)

Smokefree Environments Act 1990

Health and Safety in Employment Act 1992

Occupiers Liability Act 1962

Procedures

Refer to the Headmaster

Approving Authority :	Board of Trustees
Date Approved :	July 2010
Next Review Date :	September 2016

4.12 Capital Expenditure Policy

Definition

1. Capital expenditure is defined as
 - Any expenditure > \$3,000 (excl. GST) to acquire or upgrade physical assets such as buildings, property and equipment
 - Provides benefits for more than one year
 - Expenditure from the Provision for Cyclical Maintenance

Budget

2. A capital expenditure budget is approved by the BOT as part of the annual budget approval process. Inclusion of an item in the capital expenditure budget does not, on its own, constitute approval to purchase.

Process to Purchase Capital items

3. A capital expenditure request is to be completed and will include:
 - Capital item to be purchased
 - Name of requestor
 - Description / Justification for request
 - Budget information (ie. is the item included in the current year capital expenditure budget and at what amount)
 - Comparative quotes from supplier or explanation as exceptional circumstances why quotes have not been obtained
 - Recommendation of purchase by requestor
4. It is good practice to obtain comparative prices for all capital expenditure. Unless there are exceptional circumstances, 3 comparative quotes should be sourced for all capital expenditure requests. A recommendation should be made by the requester as to the preferred supplier based on price, quality, reliability, timing and any other relevant factors.

Delegation

5. The HM has delegated authority to approve any capital expenditure requests for items that:
 - have been approved by the BOT in the annual capital expenditure budget, and the estimated cost does not exceed 10% more than the original budget amount.
 - have not been approved in the annual capital expenditure budget, are less than \$20,000, and will not result in the overall capital expenditure for the year exceeding budget (ie, through savings on other budgeted capital expenditure items, or substitution of items).
6. All other capital expenditure requests must be approved by the BOT.

Reporting

7. Capital expenditure will be reported to the Resources Committee every month.

Approving Authority: Board of Trustees

Date Approved: 28 November 2017

Next Review Date: November 2020

4.13 Fundraising Policy

Purpose

- To protect the integrity of the Christchurch Boys' High School (CBHS) brand and maintain the community's trust in the school
- To ensure equity of access to fundraising opportunities

Rationale

The Board of Trustees recognises that the Ministry of Education funded operations grant is limited, and targeted, to achieving the National Education Guidelines so supports the opportunity for diversified, additional revenue to allow for enhanced learning opportunities (curricular and co-curricular) for the students of CBHS. In providing this support the Board prioritises the integrity of the school's reputation.

Policy Application

This policy relates to all fundraising activities conducted by CBHS.

This policy should be read in conjunction with the Entertainment Policy and Drugs Alcohol and Tobacco Policy. Grant applications are covered in the sponsorship policy.

Guidelines

- (i) All fundraising activities must be approved (on application) by the Deputy Principal Operations who will prioritise activities based on the number and cross section of CBHS students supported.
- (ii) The purpose of fundraising must be clearly identifiable.
- (iii) CBHS accounting and cash handling procedures must be followed, including all monies received being deposited into a CBHS bank account.
- (iv) All school and legal requirements, including health and safety, obligations to the Inland Revenue Department and Department of Internal Affairs must be adhered to. Fundraising will account for GST.
- (v) If an activity is cancelled, any funds raised will be returned to those who provided funds or if this is not possible held by the school to support a similar event.
- (vi) Fundraising activities must align with the values of CBHS.
 - a) Fundraising events involving the consumption of alcohol must comply with the Drugs Alcohol & Tobacco Policy and have the prior permission of the Headmaster.
 - b) The bulk sale of alcohol for fundraising must expressly align with the goals and guidelines of the Drugs Alcohol and Tobacco policy
- (vii) As a general principal the effort into and resulting proceeds of fundraising are to be shared by and benefit all students engaged in the overall activity. Exceptions to this may be approved by the Deputy Principal Operations who will consider the nature of the activity, and be mindful of excluding students who have genuine barriers to participation.
- (viii) The use of the school crest, colours, name and anything that suggests an association with the school must follow the approved guidelines.

- (ix) Fundraising activities must not compromise student or teacher classroom performance or activity
- (x) Fundraising activities must not create any perceived or actual conflicts of interest.
- (xi) School facilities will be available to all groups within the School to raise funds – no group shall have exclusive rights to School facilities for fundraising activities. There may be costs associated with the use of school facilities such as cleaning or technical support.

Approving Authority: Board of Trustees
Approved: 15 September 2020
Next Review Date: September 2023

5. Health Safety and Wellbeing Policy (NAG 5)

Policy Statement

The Christchurch Boys' High School Board of Trustees will have a strong focus on health, safety and wellbeing and will take all practicable steps to ensure the physical and emotional safety and wellbeing of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice.

The Board meets its obligations under National Administration Guideline 5 and the Health and Safety at Work Act 2015 through the following policy statements.

A Safe and Healthy Environment

1. The Board is committed to a culture of continuous improvement including encouraging the identification by all community members of risks and concerns.
2. The Board takes all practicable steps to ensure a safe and healthy environment and complies with all legislative requirements as they relate to health, safety and wellbeing.
3. The School will identify all hazards with a view to eliminating or mitigating them.
4. A register of accidents and incidents which either harmed or might have harmed any person physically or emotionally is kept. Notification of any serious harm or an accident is made as soon as possible to Worksafe and a written report submitted within 7 days of the event.
5. A Health, Safety and Wellbeing Officer will be appointed annually.
6. A Health, Safety and Wellbeing Committee that includes representatives from various areas of the school will meet regularly to review health, safety and wellbeing issues and will report to the Board through the Headmaster. The Committee will be chaired by the Health and Safety Officer.
7. The Board has the right to close the School in the event of a health and safety incident. The Ministry of Education will be notified.
8. The School will hold at least two trial emergency and evacuation drills each year and report those trials to the Board.
9. Any extraordinary and significant health, safety and wellbeing matters that arise at school or at school events off site will be reported immediately to the Board via the Chair.

5.1 Health & Safety

Adams House

Adams House (the CBHS hostel) provides a safe emotional and physical environment that fully supports the learning of all boarders enrolled at the school and complies with all the School's policies and the Education (Hostels) Regulations 2005.

Communicable and Infectious Diseases

The school establishes sound practices to manage and ameliorate risk, including protection from and for those carrying communicable diseases.

Alcohol and Substance Abuse

Any student who consumes, is affected by, or is in possession of alcohol or drugs 'at School' may be subject to disciplinary measures that may include suspension or expulsion

'At School' includes travelling to and from school every day, whilst in school uniform, and/or representing the School in any school organised trip or any other activity at which the student can be identified as a Christchurch Boys' High School student

Search and Seizure

In cases where search and seizure is determined to be appropriate to ensure the safety of students and or staff and their property, this will be carried out in accordance with legal requirements and under supervision of leadership.

Healthy Foods

Christchurch Boys' High School promotes healthy foods and nutrition as part of its commitment to promoting healthy life-styles.

Reporting Child Abuse

To safeguard the physical and emotional safety of children all reasonable steps will be taken by staff of the school to handle appropriately cases of suspected abuse and to alert relevant agencies in accordance with legislation and outlined in the Children, Young Persons and their Families Act.

Access to Students

Access to students by parents/caregivers or other members of the public during school time must comply with any court orders affecting the parental day to day care of, or contact with, a child at school.'

Visitors to School

The Headmaster will have procedures to ensure the safety of visitors to the school

International Students

Christchurch Boys' High School values the contribution International Students make to the life of the school. The school will act in accordance with the code of practice for the pastoral care of International students. International students will be expected to adhere to all Christchurch Boys' High School policies and behavioural expectations.

Pastoral Care

Through the pastoral care arrangements and provision, the school demonstrates its continuing concern for its students as individuals, actively encouraging them to be secure, successful and fully participating members in the life of the school. The school will provide counselling.

Student Behaviour Management

Christchurch Boys' High School aims to provide a safe, secure and supportive learning environment that assists each student to gain self-respect, appreciate the rights of others and respect their surroundings. Christchurch Boys' High School has clear procedures to support the school's values and expectations.

The Headmaster is responsible for the maintenance of good student behaviour within the school and will ensure a system of guidance and counselling is available for students and staff to support the maintenance of good behaviour.

Bullying and Harassment

Bullying and harassment of any kind are unacceptable, including verbal, physical, text, cyber (including electronic surveillance, social media and distribution of printed or photographic material), sexual, racial, religious or any other form of unwanted or inappropriate behaviour and are dealt with in accordance with the School's procedures.

Crisis Management

The School will ensure that in the event of a crisis a Crisis Management Team will be convened that will develop, implement and review an appropriate action plan to ensure the well-being and safety of students and staff, and take into account the best interest of all those concerned including parents and members of the community. The school will work with appropriate agencies for the best outcomes for students.

Civil Defence

Christchurch Boys' High School is responsible for its occupants in a civil emergency, and acknowledges there is a leadership role to play in supporting the immediate community. The Headmaster establishes procedures to cover emergency evacuation, lock downs and pandemic planning

Internet and Acceptable Use

Christchurch Boys' High School maintains procedures to maximise the educational benefits of communication technologies while minimising the risks.

Concerns and Complaints

Christchurch Boys' High School seeks to resolve concerns and complaints by students, staff, parents/caregivers and members of the community as quickly as possible and in a fair and consistent manner. The school has a Concerns and Complaints Policy which outlines the process for dealing with concerns and complaints.

Education Outside the Classroom(EOTC)

EOTC refers to all school-related co-curricular activities that take place offsite.

All EOTC activities need to be justified in terms of the Christchurch Boys' High School Curriculum Plan and the school's Charter. The Headmaster will ensure that all EOTC procedures are carried out fully and appropriately, including the securing of permissions. This also includes the implementation of all the health and safety procedures such as a detailed risk management plan(RAMS).

Students involved in any EOTC or co curricular activities offsite are deemed to be under the jurisdiction of the school and therefore all standard procedures relating to the expectations of the school apply. Board approval will be sought for all overseas trips where student/s are representing the school and/or as part of their educational programme.

Relevant Legislation/References

- Health & Safety at Work Act 2015 and associated regulations
- Building Act 2004
- Ministry of Education - Health and Safety in Schools Code of Practice
- National Administrative Guidelines 5
- Education Act 1989
- Vulnerable Children's Act 2014

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's and the Health and Safety Committee's reports to the Board, through the Resource and Adams House Committees. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	30 June 2020
Next Review Date :	June 2023

5.2 Child Protection Policy

Rationale

Christchurch Boys' High School (the school) accepts that children have a fundamental right to have their needs met in an environment safe from abuse and neglect.

The school accepts its responsibility under the legislation for engaging in safe employment practices and playing a role in the prevention and identification of child abuse and neglect.

Purpose

The school is committed to modelling and providing a safe environment, free from physical, emotional, verbal or sexual abuse.

The school recognises the important role and responsibility that all staff have in identifying and responding to suspected child abuse or neglect and in responding appropriately to concerns about the wellbeing of a child.

The school is committed to working with other children related agencies to improve the well-being of vulnerable children.

The school's Board of Trustees, in accordance with the requirements of Part 2, Section 18 (a), (b), (c) & (d) of the Vulnerable Children Act 2014 will:

- a) adopt this child protection policy
46.
- b) ensure that the policy is available on the school website and is available upon request from the school office
47.
- c) ensure that all agencies, contracts or funding arrangements fulfil the requirements of this policy
48.
- d) review the policy every three years

Guidelines

- 1 If there is immediate danger to a student or safety is an issue, act with urgency – contact the police
49.
- 2 The Headmaster is required to ensure that leaders within the school work together with other children's agencies (such as the Police, Oranga Tamariki, Social Workers, etc.) to improve the well-being of vulnerable children by:
50.
 - protecting them from abuse and neglect
 - improving their physical and mental health and their cultural and emotional well-being

- improving their educational outcomes and their participation in cultural and extra-curricular activities
 - strengthening their connection to their families, whānau, hapu and iwi, or other culturally recognised family groups
 - increasing their participation in self-decision making and their contribution to society
 - improving their social and economic well-being
- 3 The Headmaster will ensure that there are procedures in place to identify and respond to allegations regarding abuse.
 - 4 The Headmaster will ensure that there are procedures in place to deal with the possibility of an allegation involving a staff member.
 - 5 The Head of Guidance will act as the Child Protection Coordinator. The Headmaster may assume any of these roles if required.
- 51.
- 6 All staff have a responsibility to act in the best interest of the individual child.

Definitions:

Child abuse:

Child abuse is a broad term which includes physical, emotional and sexual abuse and neglect which is the direct consequence of a deliberate act or omission by an adult and which has the potential to cause or effect serious harm to a child.

Child neglect:

Child neglect is the failure or omission to care for a child. This failure or omission to care can be physical, emotional, medical or educational or involve a lack of supervision.

Core worker: Core worker means a children's worker whose work in, or providing a regulated service requires or allows that, when the person is present with the child or children in the course of that work, the person is either:

- The only person present; or
- Is the children's worker who has primary responsibility for, or authority over the child or children present

Non-core worker: means a children's worker who is not a core worker

Confidentiality and Information sharing

The Privacy Act 1993 and the Oranga Tamariki Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated.

Recruitment and Employment

- 1 The Headmaster will ensure that safe recruitment practices in line with the Vulnerable Children Act of 2014 and Section 78C and 78CA of the Education Act are in place. In accordance with these Acts, the school is required to police vet all core and non-core workers, including contractors and their employees, who work at the school if they are likely to have unsupervised access to students at the school during normal hours.
- 2 In addition to a police vet, core and non-core workers will also be subject to identity verification, references and an interview. A work history will be sought and previous employers will be contacted. If there is any risk that an applicant might pose a risk to a child that applicant will not be employed. A checklist is to be used for all appointments.
- 3 Notwithstanding 1 & 2 above, if core children's workers e.g. Public Health Nurses, Family Planning Nurses, Youth Workers, who have been safety checked by their own employer have unsupervised access to students, the school will not proceed with a police vet but will seek an assurance from their employer by letter that this has been done.

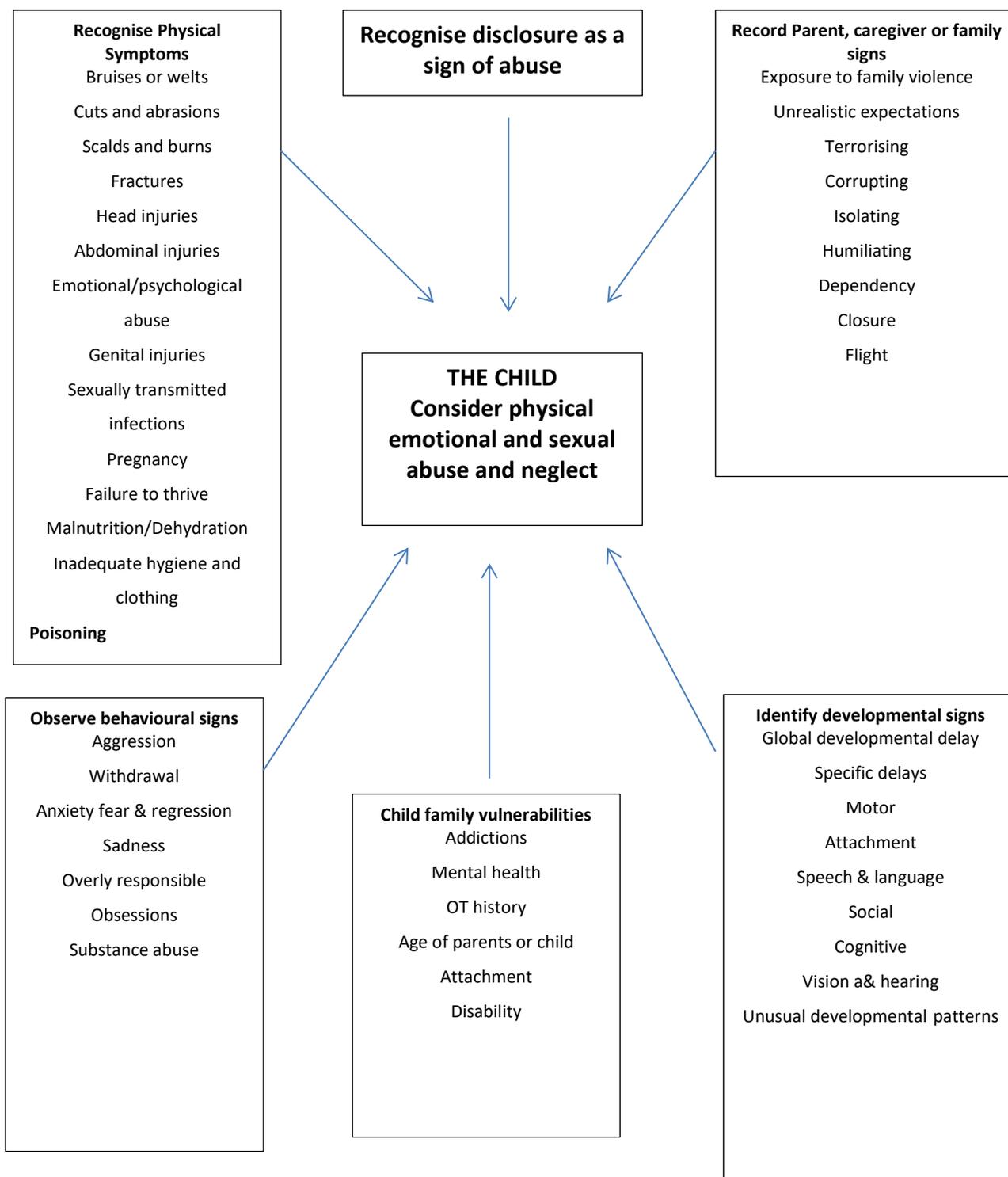
Appointment of Child Protection Coordinator

The Head of Guidance will act as the Child Protection Coordinator. The Headmaster may assume any of these roles if required.

- 1 Coordinating the review of the Child Protection Policy and procedures as required.
- 2 Co-ordinating the school's response to child abuse and neglect.
- 3 Developing a training plan relating to the identification and prevention of child abuse or neglect and
- 4 Ensure training of staff is available cyclically.
- 5 Ensuring documentation tools are in place and accessible to staff for the recording of care and protection concerns.
- 6 Ensuring regular audits of child protection practice occur.
- 7 Applying for and accessing and the resources required to support the programme.
- 8 Providing support and advice to staff regarding child abuse.

Identifying the signs abuse or neglect:

The physical and behavioural signs, symptoms and history listed below may indicate abuse or neglect. However they are not specific to abuse or neglect. In certain situations, contexts and combinations they may indicate other conditions. All signs must be examined in the total context of the child or young person's situation



Responding to suspected abuse or neglect

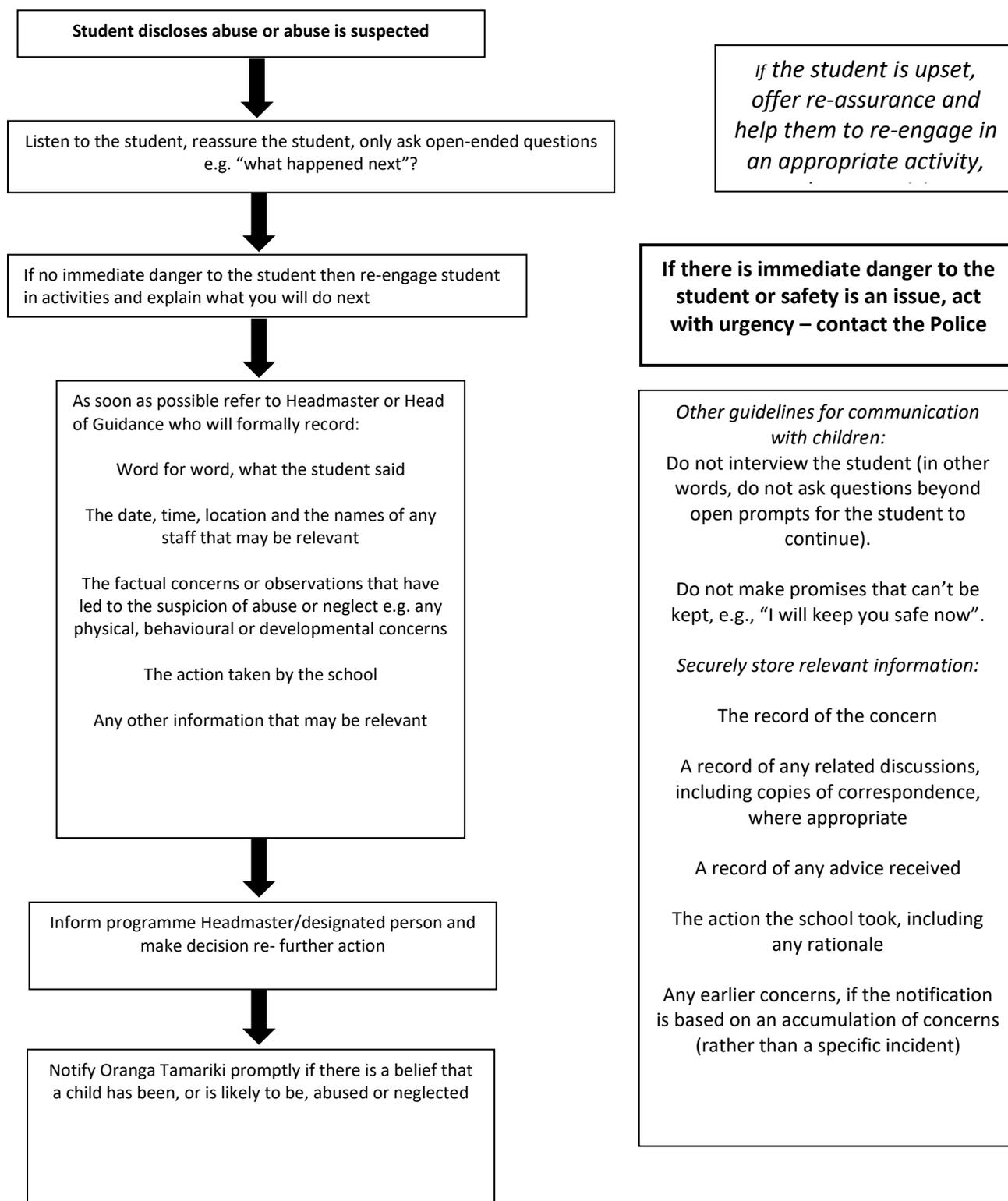
- 1 There is a process to follow when an incident or suspicion of abuse or neglect is reported. See the '*Child Abuse Reporting Process*' flowchart below
- 2 All suspicions or reports of incidents will be reported to and discussed with the Child Protection Coordinator as soon as possible.
- 3 S/he will make a written report of the incident.

If there is clear evidence or reasonable cause to believe an instance of child abuse has taken place, the Child Abuse Coordinator must take immediate steps to protect the child and should notify Oranga Tamariki. Exceptions to this notification will be approved by the Headmaster who may approve a referral to an appropriate statutory or non statutory agency which can provide support services to the family and provide a response in the interest of the child proportionate to the level of need and risk.

Allegations or concerns about staff

- 1 There is a process to follow when an allegation of child abuse is made in relation to a staff member. See "When an allegation of abuse is made against a staff member" flowchart below.
- 2 If there is a need to pursue an allegation as an employer, the Headmaster or delegated person will consult with Oranga Tamariki or the Police before advising the person concerned and informing them that they have a right to seek legal advice. The Headmaster will provide the staff member with an opportunity to respond.
- 3 The staff member should be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.

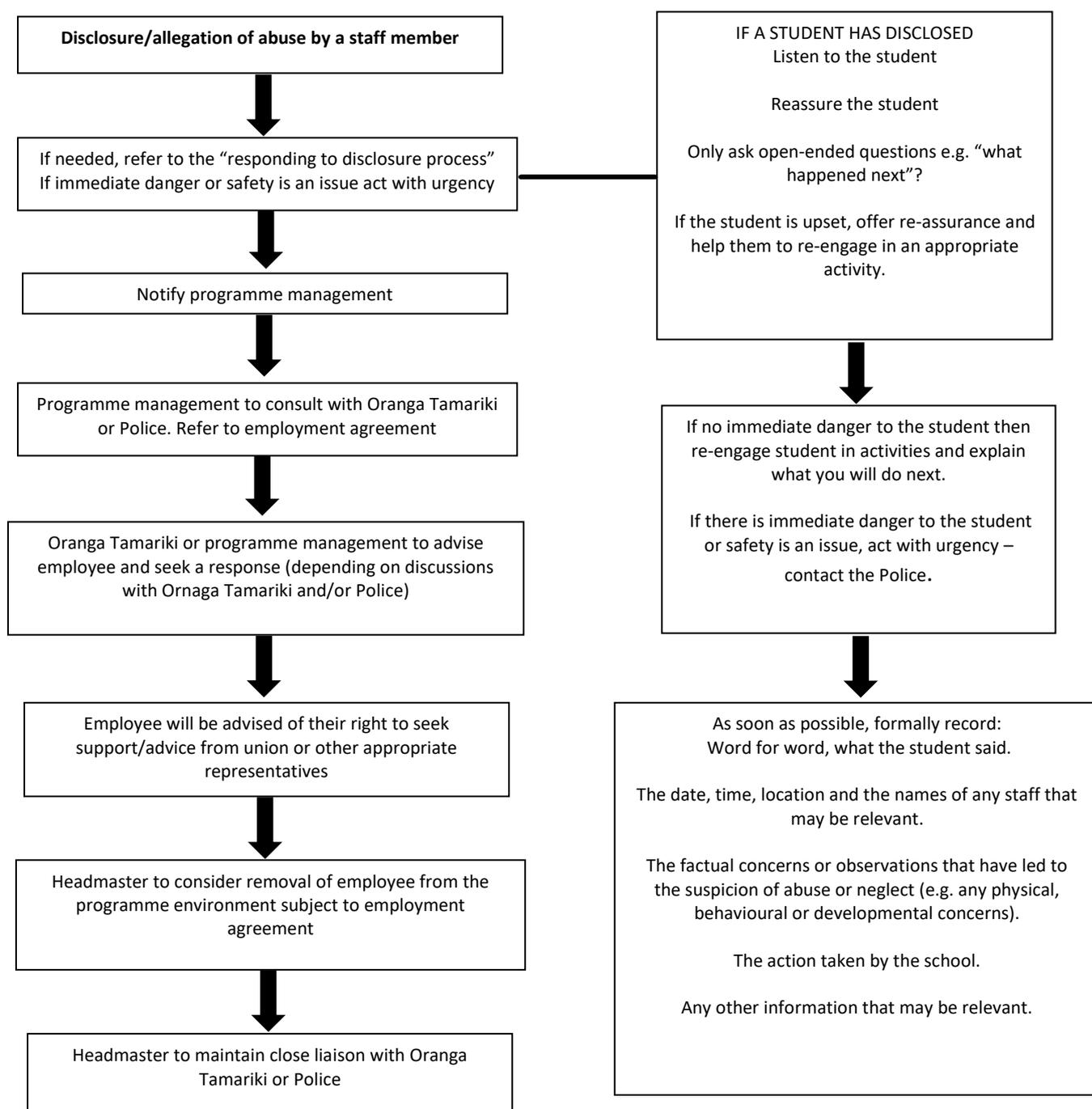
Child abuse Reporting Process Flowcharts



When an allegation of abuse is made against a staff member

Where it is suspected that child abuse has been carried out by a staff member (paid, unpaid or in any school-related role), the matter must be reported promptly to the Headmaster.

Under no circumstances should the student making the allegation be exposed to unnecessary risk. This may require the school to consider removing the staff member from the school environment subject to the requirements of the applicable employment contract. All actions will be undertaken with appropriate care to maintain confidentiality.



Prevention of possible abuse or neglect

The school is committed to ensuring that all staff can identify the signs and symptoms of potential abuse and neglect and know how to respond.

The school will provide training, resources and/or advice to enable all staff to carry out their roles in terms of this policy.

Core and non-core workers will attend training, refresher training and regular updates which will ensure that they have the competence to identify and manage actual or potential abuse or neglect and empower them to keep our students safe.

This training will ensure that staff:

- 1 Are conversant with the school's Child Protection Policy
- 2 Understand child abuse and neglect and the indicators of child abuse and neglect
- 3 Understand the standard of adult behaviour expected of adults in relation to children
- 4 Understand how to minimise the risk of child abuse
- 5 Understand their need to seek advice when child abuse or neglect is suspected.
- 6 Understand the school's process once child abuse or neglect is identified or suspected
- 7 Understand their legal obligations and responsibilities with regard to this process
- 8 Understand that the school supports the roles of the New Zealand Police and Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies
- 9 Understand the statutory referral processes and agency management of identified or suspected child abuse or neglect

Process for security or storage of information

Access to records is restricted to Guidance and pastoral staff.

Supporting Documents

- Safer Organisations Safer Children – Guidelines for child protection policies to build safer organisations
- Vulnerable Children Act 2014
- Oranga Tamariki Act 1989
- The various indicators of different types of abuse that can be found here:
<http://www.childmatters.org.nz/56/learn-about-childabuse/recognise-the-signs>

Approved by: Board of Trustees
Date Approved: 15 December 2020
Next Review: 2023

5.3 Digital Citizenship Policy

Rationale

Christchurch Boys' High School supports a Digital Citizenship model for the promotion of safe and responsible use of technology.

The board recognises that by fostering a culture of successful digital citizenship in our students, staff and our wider community we are encouraging everyone to take responsibility for themselves and others in their use of ICTs. This allows us to harness the potential that technology brings to the teaching and learning process, while minimising *and* learning to effectively respond to the challenges we may experience while using them in a learning context.

Purpose

The board is aware that preparing our students to make effective use of ICTs is an important part of their preparation for participation and contribution in society today and into the future.

It is our belief that we must prepare our students to actively participate in the world in which they live. It is clear that a key skill in this new world will be their ability to participate as effective digital citizens. An important part of learning these skills is being given the chance to experience the opportunities, and the challenges presented by technology in a safe, secure and nurturing environment, where clear, effective guidance can be sought as students and teachers learn.

The board recognises that its obligations under the National Administration Guidelines extend to use of the internet and related technologies.

Policy Statement

Christchurch Boys' High will develop and maintain procedures around the safe and responsible use of the internet and related technologies (ICTs). These internet safety procedures will recognise the value of the technology and encourage its use in a teaching and learning context while helping to minimise and manage the challenges that may be experienced by students, teachers and the wider school community.

The school will consult with parents and the wider school community, as to how it intends to use ICT and where possible explain how it benefits the teaching and learning process.

These procedures will aim to not only maintain a safer 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 information and communication technologies.

Approving Authority:	Board of Trustees
Date Approved:	15 September 2020
Next Review Date:	September 2023

5.4 Drugs Alcohol & Tobacco Policy

Rationale

Christchurch Boys' High School is committed to providing a healthy and safe environment for staff and students.

For the purposes of the policy:

- a drug is defined as being, controlled drugs, volatile substances (such as petrol, solvents and inhalants) and other substances used for psycho-active effects, recreation, or enhancement, as well as prescription and pharmacy-only drugs used outside medical or pharmaceutical advice;
- Tobacco includes tobacco products and e-cigarettes or similar products;
- Jurisdiction of the school includes when on school property or at any activity/trip/function/event associated with the school, irrespective whether on school property; and
- The things which a person has in their possession includes anything subject to their control which is in the custody of another.

Goals

- To discourage all drug, alcohol and tobacco use which is detrimental to the health and well-being of students and staff and their community on site at Christchurch Boys' High School.
- To develop acceptable social skills
- To create an environment where students *are* educated about the impact of drugs, alcohol and tobacco and also drug, alcohol and tobacco issues
- To assist staff and students to resist the pressures to use drugs, alcohol and tobacco, and to support people who wish to quit drug, alcohol and tobacco use
- To comply with the requirements of relevant legislation of tobacco and alcohol use in school settings as contained within the Sale and Supply of Liquor Act (2012), the Local Government (Alcohol Reform) Amendment Act 2012 and Smoke-free Environments Act 1990.

Guidelines

1. Christchurch Boys' High School will not tolerate the use of drugs, alcohol and tobacco by students on school property or at any activity/trip/function/event associated with the school, irrespective whether on school property.
2. The school will provide staff and students with education about drug and alcohol issues to ensure that students are informed about drugs and related issues, the implication of drug, alcohol and tobacco use and the possible harm to themselves and the community.
3. The school can provide parents with education about the impact of drugs, alcohol and tobacco and related issues.
4. Students identified as having a problem in any of these areas will be given counselling, and the school will liaise with outside agencies which can provide professional

assistance.

5. Students may not be in possession of, under the influence of, using, or dealing in drugs, alcohol and tobacco or any associated items at school, on the way to and from school, or on any activity/trip/function/event associated with the school, irrespective whether on school property. Infringements of this rule are regarded as a major breach of school rules and can carry very serious consequences.
6. The school will offer drug, alcohol and tobacco programmes to all students and staff.
7. Staff are not to consume or be under the influence of drugs or alcohol, when they have responsibility for students.
8. Staff are to model responsible use of alcohol while in the company of students in other school and non-school related settings.
9. The school may occasionally have a function where the consumption of alcohol may be appropriate. With the prior written approval of the Headmaster, alcohol may be consumed by staff and invited guests in a smoke-free environment.
10. Organisers of functions on school property need to make a request to the Headmaster if they wish to serve alcohol. The organisers must have this consent before any alcohol is served. The Headmaster will consider:
 - The nature and purpose of the event
 - The location of the event.
 - The nature and level of supervision
 - The aims and purposes of the alcohol policy and host responsibility.
 - The need for an application for a Special Licence if alcohol is to be sold or supplied. It is noted that this application process takes a minimum of 20 days.
11. Private hirers of the school hall or property must adhere to the school's guidelines if providing alcohol.
12. No student of the school (including those aged 18 years or over) shall be involved in the selling or serving of alcohol at an activity/trip/function/event associated with the school, irrespective whether on school property.

Student Substance Abuse and Smoking

1. Controlled Drugs

No person shall while under the jurisdiction of the school:

- a. Be under the influence of;
- b. Have in their possession;
- c. Use;
- d. Sell or supply; or
- e. Purchase or receive;

any controlled drug as the term defined in Section 2 of the Misuse of Drugs Act 1975 or any amendment thereto or conspire to do any of (a) to (e) as listed above.

2. Other Substances

No person shall while under the jurisdiction of the school:

- a. Be under the influence of;
- b. Have in their possession;
- c. Use;

otherwise than for the purpose intended by the manufacturer, any substance or thing which when inhaled, imbibed or taken in any way has the effect or is capable of having the effect of modifying the taker's behaviour or conspire to do any of (a) to (c) as listed above.

3. Alcohol

No student (including those students aged 18 years and over) or person shall while under the jurisdiction of the school:

- a. Be under the influence of;
- b. Have in their possession;
- c. Use;
- d. Sell or supply; or
- e. Purchase or receive;

alcohol, or conspire to do any of (a) to (e) as listed above.

4. Tobacco

No student shall while under the jurisdiction of the school:

- a. Have in their possession;
- b. Use;

tobacco, or conspire to do either (a) or (b) above.

Approving Authority: Board of Trustees

Date Approved: 27 August 2019

Next Review Date: 27 August 2022

5.5 Firearms Policy

This policy should be read in conjunction with the Arms Act 1983 and Health and Safety at Work Act 2015: A Practical Guide for Boards of Trustees and School Leaders.

Purpose

The Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with the Arms Act 1983 and Arms Regulations 1992.

This policy applies to and is to be followed by all members of the school's leadership team, workers, students, contractors, temporary workers, volunteers and visitors.

The Arms Act 1983 defines a firearm as anything from which any shot, bullet, missile or other projectile can be discharged by force of explosive. It includes anything that has been adapted so that it can discharge any shot, bullet, missile or other projectile by force of explosive. This also includes specially dangerous air guns.

It also includes anything that for the time being is not capable of discharging any shot, bullet, missile or other projectile by force of explosive, but which by its completion or repair would be capable of doing so.

The Board is committed to:

- Complying with the Arms Act 1983.
- Engaging with the local community and understanding their position on firearms in schools.
- Providing alternative educational opportunities for students who do not have parental consent to be involved with firearms related activities.
- Running regular firearm safety courses for students who participate in small bore and clay bird/target shooting activities or who store firearms at school.
- Requiring at least one staff member to hold a firearms licence, if we store firearms on school grounds.
- Ensuring there are alternative arrangements in place for communicating with parents/caregivers whose first language is not English and/or te reo Māori.
- Completing a risk analysis management plan for each event involving firearms.
- Having our firearms storage unit/armoury regularly inspected by NZ Police and as determined by NZ Police District practices.

Procedures:

- Firearms are only to be brought on to school grounds as outlined in the Ministry of Education guidelines. These include for educational purposes, Defence Force and NZ Police visits, careers days, firearms safety courses, pest control or special events such as Anzac Day.
- All firearms brought on to school grounds must be unloaded. Their bolts should also be removed.
- No ammunition shall be brought on to school grounds with firearms. Except for good, proper and lawful reasons such as pest control, EOTC activities, Anzac Commemorative event where blanks/dummies/ inert ammunition may be used.
- Before firearms are brought on to school grounds a risk analysis management plan shall be completed and made available to parents of children involved in the firearms programme.

- Outside of the processes outlined above, firearms should only be brought onto school grounds in emergency situations (eg. NZ Police).
- Firearms on school grounds shall, at all times, be under the control and responsibility of an authorized user who shall also hold an appropriate firearms licence (unless the activity is endorsed by the school and involves board approved student participation.) The principal or appointed member of staff shall sight the firearms licence of each authorized user bringing firearms on to school grounds.
- The principal or authorized user shall maintain a log of all firearms brought on to school grounds, arrival and departure time, the name and signature of the authorized user and their firearms licence number and expiry date.
- The authorized user shall comply with the seven firearms safety rules as specified by the NZ Police.
- These procedures will not need to be followed by the NZ Police or Armed Forces personnel in the event of a security incident where they need to come on to school premises for law enforcement or national security purposes.

Storage for Firearms:

1. The principal or other senior member of staff with a current firearms licence is responsible for the security of the firearms storage unit/armoury.
2. Firearms storage unit/armoury is always locked in accordance with the required standard.
3. The principal or other senior member of staff will always hold a current firearms licence.
4. The firearms storage unit/armoury has been approved by the NZ Police in accordance with the relevant legislation and regular inspections are carried out by local Police.
5. Only firearms possessed by a firearms licence holder are to be in the storage facility.
6. All students who have firearms stored at school must follow these steps:
 - a. Participate in regular safety training.
 - b. The firearm must be in a clearly named and proper firearms case and always stored in the firearms storage unit/armoury.
 - c. No ammunition can be stored directly with the firearm at any location within school grounds.
 - d. Students must never have any live ammunition on their person or in their possession unless they are participating in a school endorsed activity.
 - e. A firearm can only be moved from the firearms storage unit/armoury with an adult present. The adult must be a staff member and hold a firearms licence.

Note: Even if a student holds a firearms licence they must not remove a firearm from the storage unit/ armoury, unless a licensed adult is present.

Review

This policy shall be reviewed every two years or more regularly by agreement. The provisions of this agreement may be varied by the Board following consultation with workers.

Approved by: Board of Trustees

Date Approved: 19 November 2019

Next Review: November 2021

5.6 Protection Against Ill Treatment Policy

Purpose

The culture of Christchurch Boys' High School is driven by positivity and integrity and enables the school community to work together with aroha and.

- To safeguard the right of all CBHS students and employees to work in an environment where they feel included, safe, respected and valued.
- To ensure that the School has a clear and consistent process in place, to enable all members of its community to challenge bullying/harassment/discrimination.

Goals

- To ensure members of the school community build resilient and robust relationships based on respect.
- To enact the values and attitudes of CBHS in daily interactions and create a more effective school.
- To continue developing character, alongside academic skills in students and complement the work undertaken at Kaitiaki time and in class.
- To assist students in negotiating conflicting and competing ideas through purposeful dialogue.
- To model assertiveness and intellectual agility and prepare students for a changing world.
- To comply with the requirements of relevant current legislation.

Policy statement

At CBHS bullying, harassment and discrimination are unacceptable. The CBHS Board of Trustees is committed to taking appropriate steps to address and eliminate bullying, harassment and discrimination from the School.

This policy applies to all CBHS students and employees, including those employed on a temporary basis, or via an agency. The School will ensure that all employees are made aware of the policy and how to access a copy.

In adopting this policy and its associated procedures, the Board of Trustees recognises its responsibility for ensuring that the policy is implemented and will encourage students and employees who consider that they have been bullied, harassed or discriminated against, to use the procedures outlined here.

The CBHS Board of Trustees considers all forms of bullying, harassment and discrimination as serious and in addition to tackling the issue, is committed to providing suitable support for the individuals involved.

Key Definitions

The following definitions are in line with the stipulations contained in:

- The Human Rights Act 1993
- Employment Relations Act 2000
- Health and Safety at Work Act 2015

Definition of harassment for the purposes of this policy

Harassment includes Sexual Harassment and Racial Harassment and is unwelcome conduct that is offensive, humiliating or intimidating to a person and is either repeated, or of such significant nature, that it has a detrimental effect on the person, their performance or their work or learning environment. Although it is usually repeated behaviour, even one instance may cause reasonable concern and warrant investigation under this Policy.

Whether or not harassment has occurred is determined objectively and assessed taking into account the circumstances of the recipient, irrespective of the alleged perpetrator's intentions.

Harassment is behaviour unwanted by the recipient.

Specific examples of harassment include, but are not limited to:

- The display or distribution of offensive material, graffiti or badges
- Non-verbal cues or gestures and body-language
- Comments about someone's appearance
- Intrusive questioning about matters unrelated to work
- Suggestive remarks, jokes, name-calling
- Unnecessary touching
- Messages distributed in any format, including electronically or on social media
- Abuse or attack (threatened or actual)

Sexual Harassment

Sexual harassment is offensive or unwelcome conduct of a sexual nature which makes a person feel humiliated, intimidated or offended, in circumstances where a reasonable person would have been humiliated, intimidated or offended and which has a detrimental effect on a person's employment, job performance or job satisfaction in the workplace or their learning environment.

Specific examples of sexual harassment include, but are not limited to:

- If a person asks another person for sexual intercourse, contact, or any other form of sexual activity and there is an implied or overt promise, or threat of preferential or detrimental treatment.
- Language, visual material or physical behaviour of a sexual nature.
- Displaying or sending offensive pictures, or other material of a sexual nature
- Asking embarrassing questions or questions about a person's private life
- Unwanted attention, touching or gesturing
- Making offensive or suggestive verbal comments, including jokes or innuendo or physical gestures
- Sexual comments or images placed on social networking sites.

Sexual Harassment is not behaviour which is welcome or consensual.

Racial Harassment

Racial harassment occurs where any person uses language, visual material or physical behaviour that:

- expresses hostility or ridicules any other person on grounds of their colour, race, ethnicity or national origins; and
 - is hurtful or offensive to that person, and
 - is either repeated, or of such a significant nature, that it has a detrimental effect on that person in respect of their employment or education.
-
- Specific examples of racial harassment include, but are not limited to:
 - Joking or commenting about cultural differences, ethnic origin or race
 - Name-calling or deliberately mispronouncing names
 - Making fun of the way people dress or look relating to their ethnic origin

Harassment is behaviour unwanted by the recipient.

Discrimination

Discrimination occurs when a person is treated less favourably than another person would be treated in the same or similar circumstances by reason of one or more of the following attributes of a person:

- Gender
- Sex
- Birth or other status
- Language
- Marital status
- Ethical/Moral values
- Religious beliefs
- Colour
- Race
- Ethnic or national origin
- Property
- Disability
- Age
- Political or other beliefs
- Employment status
- Family status
- Sexual orientation

Discrimination is behaviour unwanted by the recipient.

Definition of bullying for the purposes of this policy

Bullying is unreasonable and repeated behaviour towards a person or group that can lead to physical, mental or psychological harm.

The behaviour pattern is persistent, includes a range of actions and refers to actions that a reasonable person at CBHS would not do in similar circumstances.

Specific examples of bullying include but are not limited to:

- Sabotaging assessment, environment, resources or mana
- Verbal insults or abuse in one-to-one exchanges or in front of colleagues or students
- Spreading misinformation, malicious gossip or rumours
- Personal attacks, threats and intimidation
- Misuse of power
- Job-related harassment, such as interference with work, withholding information, having responsibilities removed, work overload or imposing unreasonable expectations
- Deliberate exclusion or isolation from normal workplace or School activities
- Interference with personal property kept at work or School
- Unjustified threats of disciplinary procedures
- Punishment imposed without reasonable justification

Examples of behaviours that may not be classified as bullying include, but are not limited to:

- A single incident from the above list, but acknowledgement is made here that it may escalate if ignored or the severity of it may merit further investigation.
- Managing performance in line with other agreed policies is not bullying.
- Providing constructive feedback, legitimate advice, coaching or peer review within a mutually agreed framework
- Implementing the Professional Growth Cycle
- Making reasonable expectations in a reasonable manner in line with the contractual obligations of the member of staff
- Differences of opinion or personality clashes that do not escalate to harassment, bullying or violence

Bullying is behaviour unwanted by the recipient.

Approved by: Board of Trustees

Date Approved: 26 October 2021

Next Review: October 2024

5.7 CCTV Policy

Purpose

To ensure the safe and legal operation of CCTV at Christchurch Boys High School

Policy Statement

Christchurch Boys' High School recognises the security, health, safety and wellbeing of its students, staff and visitors. To provide a a safe, secure and efficient environment, Christchurch Boys' High School may operate CCTV cameras at any of its sites including Straven Road and Adams House. In doing so the school will ensure that the privacy of staff, students and the public are respected and all applicable law is adhered to. CCTV must only be operated and used within the framework outlined within this Policy.

It is noted that, unless the context requires otherwise, all references to Christchurch Boys' High School and school include Adams House.

Purpose of CCTV System

- a) CCTV monitoring and access to CCTV recordings governed by this Policy is permitted solely for an Approved Purpose. This Policy does not authorise use, interception, duplication, transmission or other diversion of video and CCTV technologies for any other purposes.
- b) In this Policy, an Approved Purpose is one which involves:
 - i. the protection of health, safety and wellbeing of individuals (including, but not limited to, students, staff, and visitors)
 - ii. monitoring security of students, staff and visitors, school equipment, buildings and property
 - iii. the deterrence and detection of criminal and anti-social behaviour
 - iv. the investigation of criminal and anti-social behaviour including the identification, apprehension and prosecution of persons committing offences on or around the school.
 - v. the identification and location of trespassers during operating hours and after hours.
 - vi. assisting in the operation of the Straven Road and Adams House
 - vii. monitor equipment operation and fault detection
 - viii. monitor and respond to emergency situations
 - ix. assist with employee incidents and/or misconduct

In this Policy, an Approved Person is

- i. The Board Chair or a delegated Board Member
- ii. The Headmaster
- iii. The Deputy Principal – Operations
- iv. The Director of Boarding for Adams House only
- v. A staff member delegated in writing by one of the Approved Persons above.

Operation of CCTV System

- a) The CCTV system operates 24 hours each day. For reasons of Health and Safety cameras at Adams House may be monitored live by the Head of Boarding or the Duty Staff member e.g. swimming pool camera.
- b) The operation and management of the CCTV system is the responsibility of the Headmaster. The system may only be operated and recordings accessed by individuals named by the Headmaster one of whom will be the Head of Boarding in respect of CCTV at Adams House and another will be a member of the Senior Leadership Team.
- c) CCTV cameras and equipment used by the school will be fit for purpose, regularly maintained and their operation checked. Maintenance will only be undertaken by qualified technicians, who shall do so only for the purpose of investigating and resolving faults, installing or configuring new CCTV equipment, assisting the review of CCTV footage and images by an Approved Person.
- d) CCTV cameras will not be placed in individual toilet cubicles and shower areas. Care will be taken to avoid unreasonably filming neighbours windows or backyards.
- e) There will be visible signage at the school sites where CCTV is operating showing that CCTV is in use.
- f) Access to the school CCTV system is restricted. Only individuals authorised by this Policy may view the system and any access shall only be for an Approved Purpose and strictly as required by that individual.
- g) The Headmaster and each Approved Person is responsible for; not allowing access to the CCTV system or any footage or images by any users not authorised by this Policy.
- h) CCTV footage must be securely stored and transmitted.
- i) The retention of CCTV footage is for no longer than necessary for the purposes listed in this policy.
- j) CCTV footage or images can only be shared for an Approved Purpose and in line with this Policy and the Privacy Principles described in the Privacy Act 2020. Footage/Images must not be disclosed to any third party without the prior permission of the Headmaster or an Approved Person.
- k) Requests for access to CCTV footage can only be approved by an Approved Person. Third parties seeking access to CCTV footage or images must make their request in writing specifying the reasons for such request. Requests will only be approved that align with the Privacy Principles and that meet the Approved Purpose. All access given to CCTV footage or images will be recorded by the school. If an Approved Person is the subject of any matter related to CCTV footage or image only the Headmaster may approve access. If the Headmaster, is the subject of any matter related to CCTV footage or image only the Board Chair, or approved delegated Board member may approve access.

- l) CCTV footage/images of actual or potentially criminal activity detected by CCTV may be forwarded to the NZ Police.
- m) The installation of CCTV equipment and specific locations must be approved by the Headmaster or Approved Person, which in the case of Adams House shall be the Head of Boarding only.
- n) Any complaint about the school CCTV system or use of CCTV footage/images should be made in writing to:

The Privacy Officer, Christchurch Boys' High School

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	15 March 2022
Next Review Date :	March 2025

6. Legal Responsibilities Policy (NAG 6)

Policy Statement

Christchurch Boys' High School will meet the legislative statutes and regulations as set down in the appropriate Acts, MoE circulars and Educations Gazette in regard to all of its policies and procedures including but not limited to:

- Enrolments and Attendance
- Privacy and Official Information
- Copyright
- School Records Retention and Disposal.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	21 September 2021
Next Review Date :	September 2024

6.1 Privacy & Information Policy

Policy Statement

Christchurch Boys' High School School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, MoE circulars and Educations Gazette.

1. The Headmaster has delegated authority to appoint a Privacy Officer.
2. The school will act in accordance with the Privacy Act 2020 and the Privacy Principles
3. Personal information on students and staff will be safeguarded and information received by the school for a specific purpose shall not be used for another purpose.
4. In accordance with the privacy principles staff will not access or divulge any staff, student or family personal information that is not authorised. If in doubt staff must consult with the Privacy Officer before release.
5. The Privacy Officer will examine on a "case by case" basis any student request not to have a report given to a particular parent or caregiver.
6. The Privacy Officer will ensure all documents sourced from the school requesting information from students and parents conform to the Privacy Principles.
7. The Privacy Officer will handle concerns regarding confidentiality and complaints about alleged breaches of the Privacy Act.
8. The school will follow the Privacy Commission four steps if and when a breach of privacy occurs. The steps are Contain, assess, notify and prevent. In following these four steps the school will be guided by the Privacy Commission's guide including in their online notification tool. This guide and notification tool are on the Privacy Commission website www.privacy.org.nz

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	21 September 2021
Next Review Date :	September 2024

6.2 Copywrite Policy

Policy Statement

Christchurch Boys' High School School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, MoE circulars and Educations Gazette.

1. The school will comply with the Copyright Act 1994, including with respect to the use of musical scores, videos, books digital media and other material protected by copyright.
52.
2. The Headmaster shall ensure that staff and students are made aware of the School's obligations under copyright law.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	21 September 2021
Next Review Date :	September 2024

6.3 Enrolments and Attendance Policy

Policy Statement

Christchurch Boys' High School School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, MoE circulars and Educations Gazette.

1. The enrolment of students will be in accordance with the current enrolment scheme and in accordance with national legislative requirements.

1.1 Enrolment Scheme

All students who live within the school zone are entitled to enrol.

The student's usual place of residence must be within the school zone and they must live there continuously for a minimum of two years after enrolment. In exceptional circumstances parents may apply to the Headmaster for continuation of enrolment if this requirement is not met. The Headmaster will make a decision based on length of residence, the reason for moving and whether it is considered the in zone residence was used primarily to gain access to enrolment.

The current legal boundaries of the zone can be found on the school website.

Out of zone enrolments must be received by the school before the closing date advertised in the current year prospectus and the school website. These enrolments will be processed according to the following priority:

- a. Applicants who are brothers of current students.
- b. Applicants who are brothers of former students.
- c. Applicants who are sons of former students.
- d. Applicants whose parent is a member, or employed by, the Board of Trustees.
- e. All other applicants.

If there are more applicants in these groups than places available, selection within each group will be by ballot conducted in accordance with Section 11G(1) of the Education Act. The number of places offered as a result of the ballot will be determined by the number of applications received from in zone applicants.

2. The Headmaster ensures accurate records of student admissions and attendance are maintained, and takes all reasonable steps to ensure that students who are required to attend school do so.
3. The Headmaster ensures that the school complies with all general legislation or Ministry requirements regarding the length of the school day and the length of the school year.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	21 September 2021
Next Review Date :	September 2024

6.4 School Records and Retention Policy

Policy Statement

Christchurch Boys' High School School procedures will meet the legislative statutes and regulations as set down in the appropriate Acts, MoE circulars and Educations Gazette.

1. The Board recognises its responsibilities under the Public Records Act 2005, that it manages the Retention and Disposal of its School Records in accordance with guidelines set out by the Ministry of Education and Archives New Zealand in the School Records Schedule
(<https://assets.education.govt.nz/public/Documents/School/Running-a-school/2016-SchoolRecordsRetentionDisposalv2.pdf>)
2. The School also recognises its responsibilities under the Strategic Plan to "Understanding the value of our history" of which the records the School generates are an integral part.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	21 September 2021
Next Review Date :	September 2024

7. Self Review, Planning and Reporting Policy (NAG 2)

Christchurch Boys' High School is committed to continuous improvement. To accomplish this, all aspects of Board and management operations are reviewed and evaluated in an efficient, objective and meaningful way. We believe that self-review links to all key aspects of school improvement –strategic planning, professional development, quality of teaching and learning, addressing the individual learning needs of our students and raising student achievement.

The types of self-review that are central to continuous improvement and sustainability include:

Strategic Self-Review – is long term and focused on key goals related to the school's vision.

Regular Self-Review- is about business as usual. They are smaller focused and ongoing, feeding regular data into the strategic review.

Emergent Self Review- is in response to unplanned events or issues as they arise and is therefore, one-off spontaneous.

Delegation

The review of learning areas and all related matters will be led by the Headmaster.

Guidelines

Charter and Strategic Plan

1. The school will have an up to date Charter which includes the school's vision and mission, the strategic plan, annual plan and annual targets.
2. A review of the vision and values is conducted every three years or as otherwise decided by the Board and using a process determined by the Board.
3. The Board consults with the parents, staff, students, community, Māori and Pasifika communities and other stakeholders through a variety of media in preparing and updating the Charter.
4. The school's Annual Plan developed in conjunction with the Board by the Headmaster and staff, will reflect the goals in the Strategic Plan and progress on the plan will be reported in the headmaster's reports to the Board. The Annual Plan will:
 - Identify major initiatives and goals
 - Outline key success indicators
 - State supporting actions that need to be taken to achieve the aim
 - Be published in the newsletter and on the school's website.
5. The school's Annual Plan and Targets will be evaluated as part of the Ministry of Education's annual planning and reporting requirements.

Self- Review

1. All self-review at Christchurch Boys' High School will involve the following process:
 - Gathering data (quantitative and/or qualitative as appropriate) to show "what is" or "what is happening"
 - Analysing the data and turning it into information

- Using the information as evidence to support judgements and to draw implications for action and to decide priorities.
 - The provision of relevant and sufficient resources to support the process and outcomes.
 - The Board will identify areas for strategic review. The Headmaster and leadership team will carry out these reviews and the Headmaster will report to the Board.
2. The Board's policies will be reviewed by the Audit Committee on a three year cycle confirmed at the start of year by the Board in its Annual Work Plan.
 3. The Analysis of Variance will be presented to the Board as an integral part of the School's Annual Report.
 4. The Annual Report follows legal requirements and timeframes and is forwarded to the Ministry of Education annually.
 5. The Board will consider advice from ERO, Ministry of Education, NZQA and others as relevant.

Relevant Legislation/References

- National Administrative Guideline 2

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through reports and commentaries from the Headmaster on:

- Annual Plan progress
- Annual Report, including the Analysis of Variance
- Internal Reviews
- Triennial Charter and Strategic Plan Review
- A regular cycle of Triennial Policy Reviews undertaken by the Board's Audit Committee

Approving Authority :	Board of Trustees
Date Approved :	21 September 2021
Next Review Date :	September 2024

8. School Presentation Policy

Purpose

The Board has an interest in how the School is presented through various media and through the wearing of the School uniform.

School Crest

1. The School Crest is an iconic symbol of Christchurch Boys' High School, evoking a rich and long history.
2. The integrity of the Crest is protected with rules for use set out in the School Branding Guidelines, which is available from the Headmaster.

School Uniform

1. School procedures on the correct wearing of the uniform are set out by the Headmaster and available to students, whānau and the community on-line and at the School.
2. The Board will approve any major changes such as style, design or colour to the uniform or dress code.

Monitoring of Compliance

The Board monitors the implementation and effectiveness of this policy through the Headmaster's reports to the Board. Policies and supporting procedures are reviewed on a regular cycle to ensure compliance by the Board's Audit Committee.

Approving Authority :	Board of Trustees
Date Approved :	November 2015
Next Review Date :	June 2018

9. Gift Acceptance Policy

Purpose

The purpose of this document is to state Christchurch Boys' High School's policy on the acceptance of philanthropic gifts.

Scope/Application

This policy applies to:

- Headmaster and staff
- Board of Trustees
- All gifts

Policy

- I. Christchurch Boys' High School has the right to accept or refuse any philanthropic gift.
- II. The right to accept or refuse a gift will be exercised by the Headmaster and staff authorised in writing by the Headmaster to do so.
- III. Accepted gifts must be in accordance with Christchurch Boys' High School purposes and objectives, enabling it to fulfil its mission.
- IV. Accepted gifts may include monetary donations, bequests, grants, sponsorship and in-kind contributions offered or sought from individuals, corporations, foundations, and government organisations and departments.
- V. Gifts may be designated for a specific purpose, or remain undesignated.
- VI. Christchurch Boys' High School is unable to accept gifts:
 - a. That are inconsistent with the school's mission and priorities
 - b. That would compromise the school's integrity, autonomy or academic freedom
 - c. Which would cause the school to breach any applicable law.
- VII. Before accepting a gift, Christchurch Boys' High School must consider any additional organisational expenditure or commitment required to maintain, administer or comply with a gift and its intended use.
- VIII. All gifts must be formally recorded on Christchurch Boys' High School database and acknowledged as per guidelines of the *Donor Recognition Policy*.
- IX. Gifts will usually not be refunded unless genuinely made in error; or unless donors have been advised in writing in advance that funds may be.

- X. If it is determined an accepted gift breaches this policy, the gift must be recorded. Following this, the Headmaster will determine the outcome of keeping the gift. Instances in which this may occur include anonymous donations.

Responsibility

The Board of Trustees is responsible for the implementation and review of this policy (The Headmaster's Office is responsible for adhering to this policy).

Date Effective	26 July 2016
Next Review Date	
Contact Person	Nic Hill, Headmaster

10. Timetable Policy

5.1A of the Secondary Teachers Collective Agreement states that:

Each employer must have a policy on timetabling, developed in consultation with its teaching staff.

This policy shall incorporate:

- (a) The non-contact entitlements of 5.2.3 to 5.2.6 below as relevant for the type of school;*
- (b) Class size matters, including the class size provisions of clause 5.9;*
- (c) Reference to other matters, including hours of duty outside of timetabled hours, which impact on timetabling practices;*
- (d) A process providing for circumstances where, for genuine reason during timetabling or at short notice, it is not possible to provide the non-contact time entitlements described in 5.2.3(a), 5.2.4(a), 5.2.5(a) and 5.2.6(b) and where the employer has used reasonable endeavour and is unable to achieve the class size provision in 5.9.2.*

Policy Statement

1. The school will adhere to the requirements of the STCA and that document should be the basis for any discussion regarding entitlement.
2. Section **5.1.2** of the STCA is recognised as an acceptance that timetable design and related matters are intended to meet the needs of students.
3. The school will use the roll figures on March 1 as the basis for any discussion of entitlement
4. The school will meet the non – contact entitlements of 5.2.3 to 5.2.6 of the STCA. For part time teachers endeavour to provide timetabled non - contact time will consider the benefits to the school of the provision of this time against the cost implications on other school programmes and statutory requirements.
5. The school's preference is to achieve for each individual teacher, with more than one class an average class size of 26 and it will use reasonable endeavour to do so (See **Appendix One** for a description of reasonable endeavour to achieve average class sizes of 26).
6. For teachers with a class size average that exceeds 26. The Headmaster (or his/her delegate) will with the teacher concerned make provision to meet the workload demands generated for individual teachers. (It is noted that a class size over 26 does not increase teaching contact time but causes additional preparation, marking and reporting.) The provision for circumstances in which a teacher's class size average exceeds 26 will address the contributors to hours of work as described in section **5.1.1.** and which section **5.2.1** acknowledges that teachers are required to do. As a last resort Time in Lieu to meet the workload demands caused by an average class size of over 26 May be used. (See **Appendix Two** for a calculation that may be used as a basis for determining time in lieu). Ideally provision for circumstances in which a teacher's class size average exceeds 26 will not negatively impact on the workload of colleagues.
7. All compensation measures must be targeted to addressing workload.
8. If the school has a class size average of over 26 students for all teachers a cash equivalent of any unused MOE teacher staffing will be available to be distributed as RRR payments for all individual teachers with an average class size over 26. This cash equivalent and its distribution will be determined by a calculation based on the MOE

- Staffing Entitlement and will ensure that the school is not benefitting financially from an average class size of over 26 across the entire school.
9. Teachers who teach over 130 students in a year will be entitled to seek provision for their additional reporting workload.
 10. The school will endeavour to limit Senior Hard Material workshop classes to 24 students.
 11. Full time teachers will have a student mentor group unless excused by the Headmaster for other duties
 12. Teachers of students on study leave are available for equivalent contact time lost due to regular timetabled classes not running
 13. The Headmaster will display a schedule of the distribution of Middle Management Allowances, Senior Management Allowances, and Management Units annually by mid Term 2. This will display job titles.
 14. The Headmaster will display a summary of the number of over code teachers and the number of teachers with an actual class size average over 26.
 15. The process for providing for circumstances for teachers for whom (after the school's reasonable endeavour) it has not been possible to provide their minimum non-contact entitlement will be.
 - i) Teachers will be identified by the Headmaster or his/her delegate before March 1
 - ii) Teachers will be offered compensation to address the additional workload identified by not receiving their minimum non-contact entitlement.
 - iii) If no suitable reduction in workload can be achieved the teacher will receive compensation (RRR payment) equivalent to the cost of employing a teacher to teach those periods (this will be based on the teachers position on the salary scale)
 16. The process for providing for circumstances for teachers who after the school's reasonable endeavour still have an average class size over 26 will be.
 - i) Individual teachers will be identified by the Headmaster or his/her delegate before March 20) and a further reasonable endeavour exercise will be carried out.
 - ii) Provision will be made to address the additional workload identified by the over allocation of students (this may include release from duty, additional support at peak workload time of the year or days in lieu – as a basis every 1 students over 26 will equate to 1.5 days in lieu. The provision of days in lieu will only be used when other means have been explored and been found unsuitable. Days in lieu must be used to address workload and evidence of this will be required in the leave application).
 17. Key data relating to the timetable policy (such as average class size for the school and numbers of teachers over 26 will be recorded annually in the “Dashboard of key indicators” section of the school charter.
 18. Individual teacher data will be recorded using the template attached as **Appendix 3**

Appendix One: Description of reasonable endeavour to achieve average class sizes of 26

The school will attempt to use reasonable endeavour to achieve an average class size of 26 and this is preferred to having to provide for circumstances in which a teacher has an average class size over 26.

Reasonable endeavour will include:

- a) Looking at the mix of classes in a teacher's timetable e.g. number of junior classes, number of A band classes

Appendix Two: Justification of days in lieu calculation.

Full time teachers are provided with a minimum non-contact time of five hours per week as an acknowledgment of the importance to quality education of duties other than classroom teaching as described in 5.1.1 of the STCA i.e.

- a) Preparation, evaluation and assessment time
- b) Counselling and pastoral needs of students
- c) Administrative responsibilities
- d) Involvement in extracurricular programmes

An average class size of over 26 does increase some of these duties.

The non-contact time per boy, per non-contact period is 2.3 minutes. (60 minutes ÷ 26 boys = 2.3 minutes)

A formula therefore to work out the additional contact time needed by having a class size average over 26 is...

2.3 minutes x number of students over class size average x number of non-contact periods (max 5) x 38 school weeks (see table below for worked examples). This formula provides a yearly number of hours of non – contact time that could be generated by students over the 26 average. This can be converted into days in lieu to provide support at peak times of the year.

Average boy-hours	Ave Boy hours over 26	Ave boys hours over x 2.3	Extra min of non contact (yearly)	Extra hours of contact (yearly)	Extra weeks of contact (yearly)	Days in lieu
29	3	6.9	1311	21.85	0.874	4.37
28.5	2.5	5.75	1092.5	18.20833	0.728333	3.641667
28	2	4.6	874	14.56667	0.582667	2.913333
27.5	1.5	3.45	655.5	10.925	0.437	2.185
27	1	2.3	437	7.283333	0.291333	1.456667
26.5	0.5	1.15	218.5	3.641667	0.145667	0.728333
26	0	0	0	0	0	0

Appendix 3

Annual Record of Teacher Workload

1. Teacher Name:
2. Step on salary scale:
3. Permanent / Fixed Term:
4. Full time / Part time:
5. Part time teacher non-contact provision
6. Anniversary date for attestation:
7. Classes taught:
8. Average class size:
9. Total number of students taught
10. Management Responsibilities:
11. Additional Remuneration:
 - a) Permanent Management Units
 - b) Permanent Middle Management Allowances
 - c) Permanent Senior Management Allowances
 - d) Fixed Term Management Units
 - e) Fixed Term Middle Management Allowances
 - f) Fixed Term Senior Management Allowances
 - g) RRR Payments
 - h) Other payments or allowances
 - i) Total Non-contacts
12. Extracurricular contribution
13. Other assessment / administrative / pastoral / curriculum responsibilities or projects

Approved by: Board of Trustees

Date Approved: 15 December 2020

Effective Date: 15 December 2020

11. Overseas Tour Policy

Protocols for Overseas Trips

The trip application must be made at least 9 months before departure.

1. The trip application to the BOT will include a list of milestones and dates these will be submitted to the BOT. Failure to meet these milestones will result in the trip being cancelled. Milestones that must be submitted are:
 - i. Projected Budget at least 9 months prior to departure
 - ii. Finalised Budget at least 3 months prior to departure
 - iii. Communication protocols to parents during planning 9 months prior to trip
 - iv. Draft RAMS at least 9 months prior to departure
 - v. Finalised RAMS at least 3 months prior to departure (finalised means checked through internal school processes, the internal checking of RAMS can take a fortnight and this time is in addition to the 3 month BOT submission)
2. The trip application must include a clear rationale for the trip in line with the schools' strategic plan. In granting permission to travel the BOT will balance this rationale against other strategic objectives.
3. No funds can be spent or liability for costs incurred before BOT approval is given. Fundraising should not start until after approval has been gained.
4. The school will not take on any financial liability for travel.
5. A projected budget must be submitted with the application. The final budget will need to be approved by the Accounting Manager and must include a 5% contingency fund which will remain in New Zealand.
6. All accounts must have at least two signatories (including a Senior Master and the Accounting Manager) and a member of Senior Management or the Accounting Manager must sign any withdrawals.
7. All other school financial procedures must be adhered too. In particular staff who incur costs must have a delegated responsibility.
8. Any unspent money will be refunded to a parent's nominated bank account after all obligations have been met. If parents do not nominate a bank account their son's school account will be credited.
9. Staff accompanying a tour should receive actual and reasonable expenses which are to be budgeted for as a cost of the trip. Staff will provide a reconciliation of this spending on their return.
10. Permission must be sought from the Operations Manager for any fundraising activities. Fundraising activities must make clear whether income raised is for individual students or is to be divided over the entire group.
11. Thought needs to have been given to how trip participants and staff will carry funds on tour (large amounts of cash i.e. over \$1000 will be considered inappropriate)

12. The RAMS process must have been considered on application. This will be developed as planning (post approval) takes place. The consideration on application needs to be sufficient to ensure that the BOT are confident any risk is minimised. The RAMS must be resubmitted to the Board for approval 3 months before departure.
13. The application process must detail how information regarding itinerary, costs and risks will be communicated to parents.
14. No students who owes enforceable charges to the school will be allowed to participate in any overseas tour.
15. All students and staff on any school trip must have appropriate travel insurance for the duration of the trip.
16. Parents or other adults not employed by the school travel at their own risk and can bring no liability on the school.
17. Student supervision should always be carried out by teachers employed by the school. Any exceptions to this should be made clear in the RAMS documentation.
18. A post trip review must be conducted and submitted to the Board of Trustees within 60 days of the trips return.
19. The Headmaster may at his/her discretion prevent any student from representing the school for reasons including (but not limited too) poor behaviour at school, inadequate attention to studies. Refund of any trip costs will be at the Headmaster's discretion and not always possible. All tourists and their parents must be aware of this before committing to travel.

Approved By: Board of Trustees

Date Approved: October 2018

Next Review:

Forms

Trustees' Code of Conduct 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....., have read and understood this Code of Conduct Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Evaluation of Meeting Form

Evaluation of meeting on [.....] chaired by [.....]

1. How well did we accomplish the results we expected from this meeting based on the set agenda?

i. Not at all **Very well**
a. 1 2 3 4 5

b. Comment:

2. How satisfied are you with how the team worked as a group?

i. Not at all **Very well**
a. 1 2 3 4 5

b. Comment:

3. How satisfied are you with your participation and contribution as an individual?

i. Not at all **Very well**
a. 1 2 3 4 5

b. Comment:

4. Is there anything that you believe would improve our meeting process?

Name: (Optional).....