

Christchurch Boys' High School

Te Kura Tuarua O Ngā Tamatāne O Ōtautahi



Governance Manual / Te Mahere a Te Poari

Last Update: December 2023

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

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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 Tūtohinga

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 <https://www.cbhs.school.nz/about-us/our-school/>

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
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

Board Responsibilities	Key indicators
	<p>5.2 The Board remains briefed on internal/external risk environments and takes action where necessary</p> <p>5.3 The Board identifies 'trouble spots' in statements of review and audit and takes action if necessary</p> <p>5.4 The Board ensures the Headmaster reports on all potential and real risks when appropriate and takes appropriate action</p> <p>5.5 The Board's performance is reviewed annually by the Headmaster</p>
<p>6. Ensures compliance with legal requirements</p>	<p>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</p> <p>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</p> <p>6.3 Accurate minutes of all Board meetings, approved by Board and signed by Chair</p> <p>6.4 Individual staff/student matters are always discussed in public excluded session</p> <p>6.5 Board meetings have a quorum</p>
<p>7. Ensures Trustees attend Board meetings and take an active role</p>	<p>7.1 Board meetings are effectively run</p> <p>7.2 Trustees attend Board meetings having read Board papers and reports and are ready to discuss them</p> <p>7.3 Attendance at 80% of meetings (min.)</p> <p>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)</p>
<p>8. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage</p>	<p>8.1 The Treaty of Waitangi is incorporated into the Charter</p> <p>8.2 The Board, Headmaster and staff are culturally responsive and inclusive</p>
<p>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</p>	<p>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</p> <p>9.2 Ensures there are personnel policies in place and that they are adhered to</p>
<p>10. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures</p>	<p>10.1 Resolution of any disputes and conflicts referred</p>
<p>11. Represents the school in a positive, professional manner</p>	<p>11.1 Board of Trustees Code of Conduct adhered to</p>

Board Responsibilities	Key indicators
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 17 May 2022

Review schedule: Triennially

3. **Staff/Student Trustee Role Description Policy**

The Staff and Student Trustees fulfil legislative requirements relating to Board composition. The roles of the Staff and student Trustees are to bring staff and student perspective to Board decision-making and discussion.

As Trustees, the Staff and Student Trustees have an obligation to serve the broader interests of the school and its students. They have equal voice, vote, standing and accountabilities as all other Trustees. The Staff and Student Trustees are bound by the Trustee Code of Conduct.

The Staff and Student Trustees are Trustees for the whole school and do not advocate solely for staff and / or students. They do not bring staff and / or students' concerns directly to the board. The Board may request a report from the staff and student trustee on a specific matter.

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

Last Review: 2 August 2022

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 17 May 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.

Last Reviewed: 17 May 2022

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:

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

** 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 four areas of practice from the Principals' Professional Standards.
3. Ensure the pastoral care and wellbeing of students and staff are met.
4. Act as spokesperson for, and enhance the reputation of, the school.
5. Act as the educational leader and day to day manager of the school within the law and in line with all Board policies.
6. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
7. Participate in the development of the Board's strategic plan and develop, seek Board approval of, and implement an annual plan that is aligned with the strategic plan and meets legislative requirements and gives priority to improved student progress and achievement.
8. Use resources efficiently and effectively and preserve assets (financial and property).
9. Put good employer practices into effect and ensure there are effective procedures in place including for equal opportunities
10. Allocate management units for appropriate positions.
11. 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
12. Employ staff as per the Personnel Policy
13. Communicate with the community on operational matters where appropriate.
14. Refrain from unauthorised public statements about the official position of the Board on controversial social, political, and/or educational issues
15. Keep the Board informed of information important to its role.
16. Report to the Board as per the Board's reporting policy requirements.
17. 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.
18. Ensuring the requirements of the Legal Responsibilities Policy are met.

19. Only decisions made by the Board or by a body delegated by the Board are binding on the Headmaster. Decisions or instructions of individual Board members, committee chairs or committees are not binding on the Headmaster.

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

Last Reviewed: 2 August 2022

9. Headmaster Professional Expenses Policy

A budget for professional expenses and for professional development will be established annually as part of the school budget. Any overseas trips must be approved by the Board before the expense is incurred and requested with reasonable notice.

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

Review schedule: Triennially

Last Updated: 2 August 2022

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. Relationship between the Board and the Headmaster

The performance of the school depends significantly on the effectiveness of the relationship between the Board and Headmaster and as such a positive, productive working relationship must be developed and maintained. 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 Board and Headmaster 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 fulfils its role through supporting the Headmaster whilst critiqueing and challenging 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 Headmaster's Appraisal

Last Reviewed: 15 November 2022

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. 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 Headmasters Appraisal

Last Reviewed: 15 November 2022

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).

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

16. **Board Induction Policy**

The Board is committed to ensuring continuity of business and a smooth transition when trustees join the Board, either at election time or during an election term. 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. 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, committee and their function 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 and are encouraged to complete an online school governance course.
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

Last Reviewed: August 2022

17. Board Performance Policy

The Board of Trustees recognises that it has statutory objectives and that its planning and actions should set out to achieve these objectives and any other objectives that Board develops. It is these statutory and other objectives that the Board's performance should be judged against.

The Board's performance will be monitored through...

- a) Its partnership with the Education Review Office
- b) The Headmaster's Reports to the Board
- c) The Board's Charter including its Analysis of Variance
- d) Any other means developed by the Board

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). A board may not delegate any power to borrow money that it may have under [section 160](#) or [162](#) of the Crown Entities Act 2004.

Board committees:

1. Are to be used sparingly to preserve the Board functioning as a whole.
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 recommendations for Board deliberation. Board committees are not to be created by the Board to advise staff.
7. Where a committee is established, it will report back to the full Board on a regular basis.
8. The following committees are currently established:
 - Audit
 - Student Disciplinary
 - Resources
 - Adams House

Review schedule: Triennially

Last Reviewed: 2 August 2022

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 and Training Act 2020 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.

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 as per the Education and Training Act 2020 and their delegation from the Board.

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

Approved: 17 May 2022

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 [here](#).
- 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 on 14 November 2023 and 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 Board's 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, safety and wellbeing matters.
- Authority to control access to EdPay 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 156 of the Education and Training Act 2020 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:

- Finance and Audit
- Property
- People and Wellbeing
- Adams House

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. Disposal of assets will be approved by the Headmaster, up to a cost equal to the Headmaster's delegated expenditure.
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 (Facts School Management (FSM)) at the beginning of the school year and will be visible to each budget holder through the financial reports module in FSM 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 Head of Finance	\$25,000	Nil

Head of Sport Head of Boarding		
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 14 November 2023

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 & Complaints Process

Rationale

All members of the CBHS (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.

If a complaint involves Adams House, the School Concerns and Complaints Policy should be read in conjunction with the Adams House Policy.

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 Leader (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

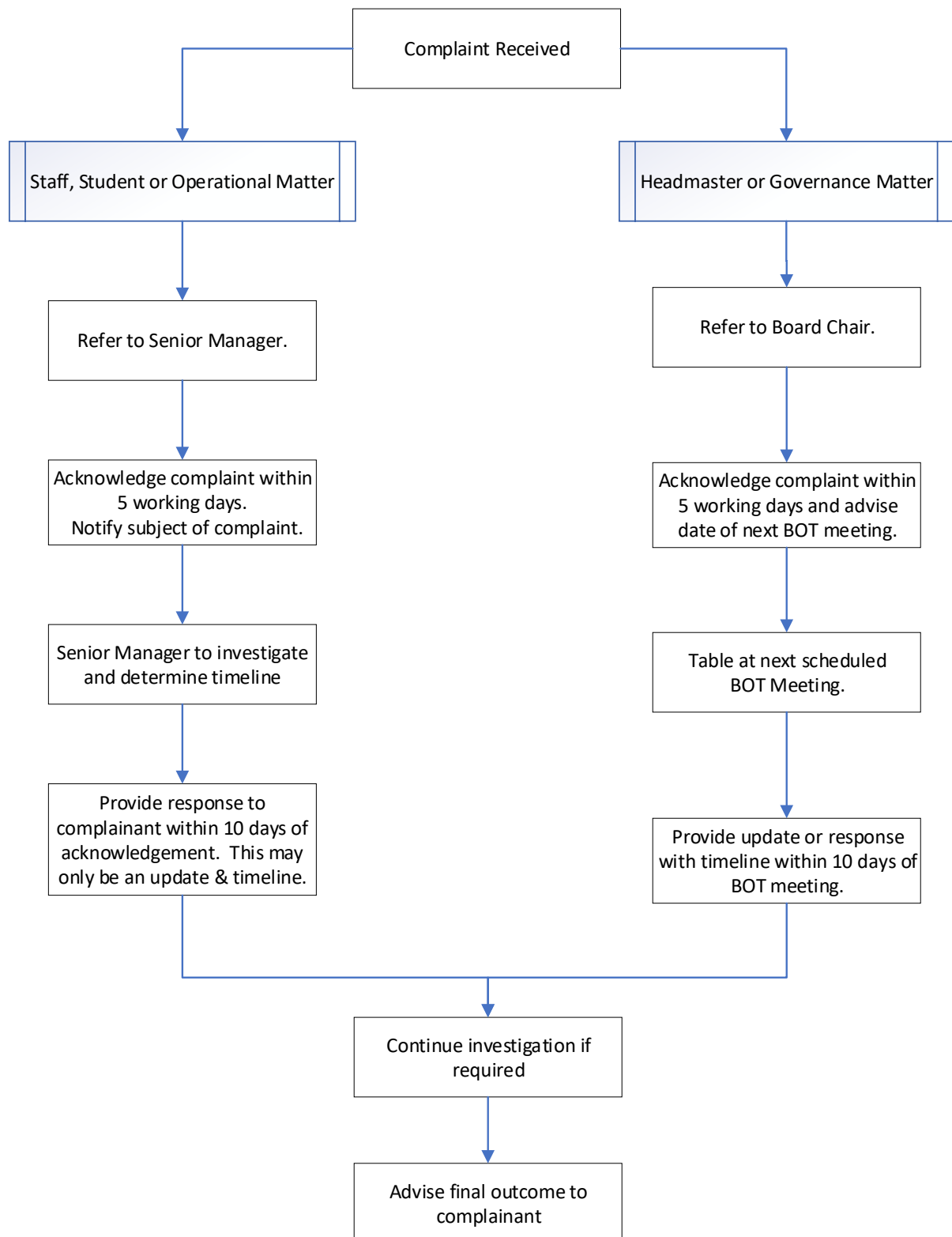
- a) Once a complaint is received the complainant can expect to have receipt acknowledged in writing within five working days, unless exceptional circumstances exist.
- b) The delegated senior manager will be informed of all complaints about members of staff.
- c) An assessment will be made of the best 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) The Headmaster will track complaints via a register and report these to the BoT at their regular meetings.
- e) Complainants seeking confidentiality should consider making a protected disclosure, refer to Section 24 of the Governance Manual

Approved By: Board of Trustees
Date: 15 November 2022

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:

CBHS 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 Chairperson 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.
9. What happens if even the appropriate authority does nothing?
 - a. 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.
 - b. 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?

- c. 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 of 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 wrongdoing 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: March 2023

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 complaint 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 of 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 :	17 May 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 Elected Parent	October 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	Elected Parent	Sept 2021
Emily Flaszynski	E: emily@mmlaw.co.nz	Elected Parent	September 2022
Nathan Mauger	Nathan.mauger@gmail.com	Co-opted	November 2022
Andrew Haig	E: andrew@theprojectoffice.co.nz	Co-opted	August 2018
Al Drayton	E:dya@cbhs.nz	Staff Trustee	Sept 2022
Matt Horn	Hornmk19@student.cbhs.school.nz	Student Trustee	Sept 2022
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: 2022	Area for Review		Meeting 1 8 February 2022	Meeting 2 15 March	Meeting 3 12 April	Meeting 4 17 May	Meeting 5 21 June	Meeting 6 2 August	Meeting 7 6 September	Meeting 8 18 October	Meeting 9 15 November	Meeting 10 13 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 AsTTle)	Y9 and Y10 impression data (HOD Focus Group)								AsTTle 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											

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:

Last Reviewed:

Review Schedule: Triennially

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).....