



LICHFIELD SCHOOL  
— EST. 1884 —

**Learning - Today, Tomorrow, Always!**  
**Hei akoranga - Inaianei, Apopo, Mo ake tonu atu!**

## **Board Policy Framework**

The following documentation outlines the Board's governance framework and aligns with the school's Charter Aims & Values

The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance. Additional policies have been written by the board to meet specific situations and needs of Lichfield School.

## Table of Contents

Introduction	4
Governance and Management	4
Education & Training Act 2020	4
Part 1 The Charter	5
Education & Training Act 2020 - School Boards	5
Education (School Boards) Regulations 2020	6
Education & Training Act 2020 - Control and Management of State Schools	6
The Charter Flowchart	7
Part 2 Governance Policy	8
1. Board Roles and Responsibilities Policy	8
2. Responsibilities of the Principal Policy	10
3. Disciplinary Process in Relation to the Principal Policy	12
4. Principal Professional Expenses Policy	12
5. Reporting to the Board Policy	12
6. Trustees' Code of Behaviour Policy	13
7. Trustee Remuneration and Expenses Policy	13
8. Conflict of Interest Policy	13
9. Presiding member (chair) Role description policy	14
10. Staff/Student Trustee Role Description Policy	15
11. The Relationship between the Board and the Principal Policy	16
12. Principal's Performance Management Policy	16
13. The Relationship Between Presiding Member (Chair) and Principal Policy	17
14. Meeting Process Policy	18
15. Meeting Procedure Policy	18
15.1 Public Attending Board Meetings Procedure	21
15.2 Meeting Agenda	22
15.3 Evaluation of meeting on [date] chaired by [name]	23
16. Board Induction Policy	23
17. Board Review Policy	24
18. Committee Principles and Delegations	24
18.1 Review Committee Terms of Reference	25
18.2 Student Behaviour Management Committee Terms of Reference	26
18.3 Finance Committee Terms of Reference	26
19. Concerns and Complaints Process	27
20. Triennial Review Programme	28
21. Dealing with Persistent or Vexatious Complaints/Harassment in School Policy	29

Part 3	Operational Policy	31
1.	Curriculum Delivery Policy	31
2.	Personnel Policy	32
3.	Appointments Policy	33
4 & 5.	Financial Planning and Condition (combined alternative) Policy	34
6.	Asset Protection Policy	35
7.	Protection and sharing of intellectual property (creative commons)	36
8.	Health and Safety Policy	37
9.	Child Protection Policy	39
10.	Legal Responsibilities Policy	40
11.	Computer and Other Digital Devices Acceptable Use Policy	41
12.	Gifts Policy	42

# Introduction

The board of Lichfield School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education. **Refer to the New Zealand Curriculum, Te Tiriti o Waitangi, New Zealand Bill of Rights Act 1990, Human Rights Act 1993, New Zealand Disability Strategy and United Nations Convention on the Rights of Persons with Disabilities.**

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 of its working relationships, policy and processes.

Governance	Management
<p>The ongoing improvement of student progress and achievement; that the school is an inclusive and safe place for all students and staff; that the school gives effect to Te Tiriti o Waitangi are the board’s primary objectives.</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 principal. The board and principal form the leadership, with the role of each documented and understood.</p> <p>The principal 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 principal who must ensure compliance with both the board’s policy framework and the law of New Zealand (for detail, see operational policies).</p>

## Education & Training Act 2020

In developing the above definitions for Lichfield School, the board is mindful of the sections of the **Education & Training Act 2020** and **the Education (School Board) Regulations 2020** set out below.

The Education & Training Act 2020 came into force on 1 August 2020 and clarifies the governance role of the school board and its primary objectives. Most of the powers and functions of boards are now set out in the Education (School Boards) Regulations 2020, with the principal’s role as chief executive specified in section 130 of the Act.

## Part 1

## The Charter

### **Education & Training Act 2020 – School Boards**

#### 125 Board is governing body

- (1) A board is the governing body of its school.
- (2) A board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed.
- (3) Under section 130, the school's principal is the board's chief executive in relation to the school's control and management.

#### 126 Bylaws

- (1) A board may make bylaws that the board thinks necessary or desirable for the control and management of the school.
- (2) Before making a bylaw, the board must consult its staff, its students (to the extent that the board considers appropriate), and the school community regarding the proposed bylaw.

#### 127 Objectives of boards in governing schools

- (1) A board's primary objectives in governing a school are to ensure that—
  - (a) every student at the school is able to attain their highest possible standard in educational achievement; and
  - (b) the school—
    - (i) is a physically and emotionally safe place for all students and staff; and
    - (ii) gives effect to relevant student rights set out in this Act, the [New Zealand Bill of Rights Act 1990](#), and the [Human Rights Act 1993](#); and
    - (iii) takes all reasonable steps to eliminate racism, stigma, bullying, and any other forms of discrimination within the school; and
  - (c) the school is inclusive of, and caters for, students with differing needs; and
  - (d) the school gives effect to Te Tiriti o Waitangi, including by—
    - (i) working to ensure that its plans, policies, and local curriculum reflect local tikanga Māori, mātauranga Māori, and te ao Māori; and
    - (ii) taking all reasonable steps to make instruction available in tikanga Māori and te reo Māori; and
    - (iii) achieving equitable outcomes for Māori students.
- (2) To meet the primary objectives, the board must—
  - (a) have particular regard to the statement of national education and learning priorities issued under [section 5](#); and
  - (b) give effect to its obligations in relation to—
    - (i) any foundation curriculum statements, national curriculum statements, and national performance measures; and
    - (ii) teaching and learning programmes; and
    - (iii) monitoring and reporting students' progress; and
  - (c) perform its functions and exercise its powers in a way that is financially responsible; and
  - (d) if the school is a member of a community of learning that has a community of learning agreement under [clause 2](#) of Schedule 5, comply with its obligations under the agreement; and ,
  - (e) comply with all of its other obligations under this or any other Act.

#### 128 Staff

A board may, in accordance with the [Public Service Act 2020](#), appoint, suspend, or dismiss school staff.

#### 131 Board has complete discretion

- (1) A board has complete discretion to perform its functions and exercise its powers as it thinks fit
- (2) Subsection (1) is subject to this Act, any other enactment, and the general law of New Zealand.

### **Education (School Boards) Regulations 2020**

#### 8 Delegation

- (1) A board may, by resolution and in writing either generally or specifically, delegate any of the functions or powers of the board or of a board member to any of the following persons:
  - (a) a board member or members:
  
  - (b) the principal or any other employee or office holder of the board:

(c) a committee consisting of at least 2 persons at least 1 of whom is a board member:

(d) a person approved by the Minister:

(e) any class of persons that comprises any of the persons listed in paragraphs (a) to (d).

(2) Subclause (1) does not apply to any functions or powers specified in the Act as not being capable of delegation.

(3) The board must not delegate the general power of delegation.

(4) A person to whom any function or power is delegated may perform the function or exercise the power in the same manner and

with the same effect as if the person were the board or board member (subject to any restrictions or conditions imposed by the board).

(5) A person purporting to act under a delegation—

(a) is, in the absence of proof to the contrary, presumed to be acting in accordance with the delegation; and

(b) must produce evidence of the person's authority to do so if reasonably requested to do so.

(6) A person to whom any function or power is delegated may delegate that function or power only—

(a) with the prior written consent of the board; and

(b) subject to the same restrictions, and with the same effect, as if the sub delegate were the delegate.

(7) A delegation under subclause (1)—

(a) is revocable at will by resolution of the board and written notice to the delegate (or by any other method provided for in the delegation):

(b) does not prevent the board or the board member performing the functions or the exercising the powers:

(c) does not affect the responsibility of the board for the actions of any delegate acting under the delegation:

(d) is not affected by any change in the membership of the board or of any committee or class of persons.

## ***Education & Training Act 2020 – Control and Management of State Schools***

### **130 Principal is chief executive of board in relation to school's control and management**

(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) must comply with the board's general policy directions; and

(b) subject to paragraph (a), has complete discretion to manage the school's day-to-day administration as they think fit.



[nzsta.org.nz](http://nzsta.org.nz)

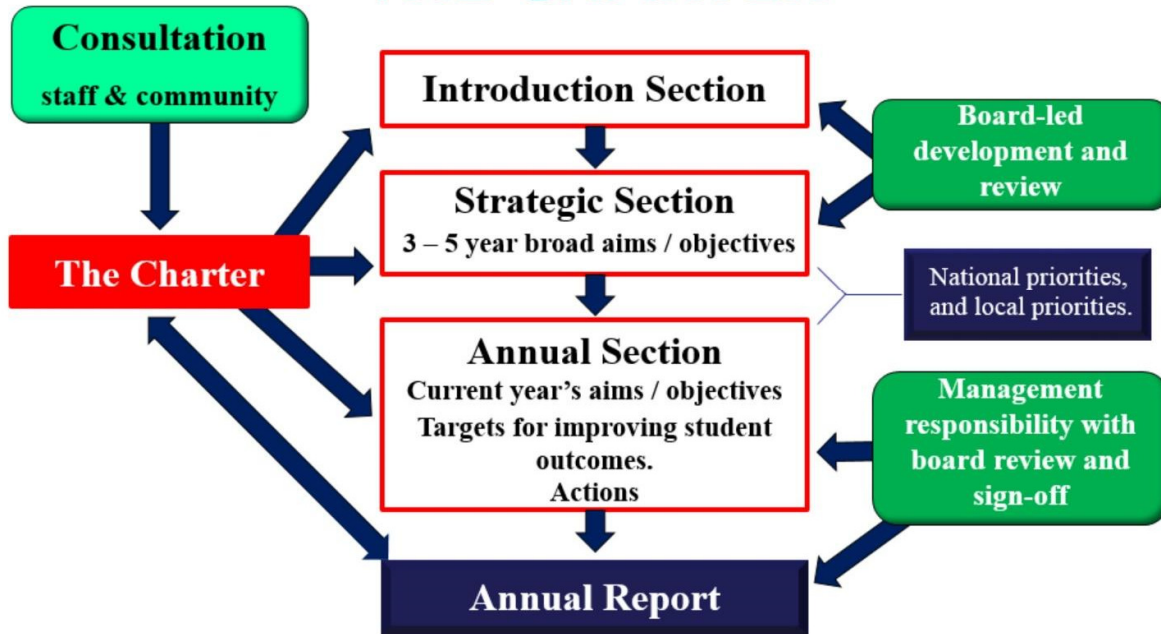


[facebook.com/NZSTA1](https://facebook.com/NZSTA1)



[twitter.com/NZSchoolTrustee](https://twitter.com/NZSchoolTrustee)

# THE CHARTER



## CHARTER TABLE OF CONTENTS: model

### INTRODUCTION SECTION:

- School Vision & Values
- Teaching Framework
- Description of School and Community
- Cultural Dimension
- Board's Undertakings

Previous end-of-year Annual Report informs Aims and Targets for current year's charter; copy of AoV Report sent to MoE by March 1, along with current year's Charter.

**ANNUAL REPORT:** (Analysis of Variance Report on all Annual Charter Aims, including Targets to Raise Student Achievement from previous year)

### STRATEGIC SECTION:

- Strategic Plan Overview *for next 3 years*
- Strategic Aim 1: relating to National Standards
- Strategic Aim 2: relating to Priority Learners
- Strategic Aim 3: local priority (an area for schooling improvement)

National priorities

Local priorities

### ANNUAL SECTION:

- Annual Plan Overview *for current year*
- Annual Aim 1: Target to Raise Student Achievement - Reading
- Annual Aim 2: Target to Raise Student Achievement - Writing
- Annual Aim 3: Target to /Raise Student Achievement - Mathematics
- Annual Aim 4: relating to priority learners - Māori
- Annual Aim 5: relating to priority learners - Pasifika
- Annual Aim 6: relating to priority learners - Learner with Special Education Needs
- Annual Aim 7: Assessment Plan
- Annual Aim 8: Self Review Programme
- Annual Aim 9: relating to local priority (area for schooling improvement)
- Annual Aim 10: relating to board's priorities *for current year*

National priorities

Local priorities

**SCHOOL OPERATIONS, GOVERNANCE & MANAGEMENT SECTION:** *reference to...*

Curriculum – Finance – Property – Human Resources – Health & Safety

## Part 2

# Governance Policy

These governance policies outline how the board will operate and set standards and performance expectations that create the basis for the board to monitor and evaluate performance as part of its ongoing monitoring and review cycle. (See 3 year review programme).

### 1. Board Roles and Responsibilities Policy

#### Outcome statement

The board is focused on governance that; fosters and supports the ongoing improvement of student progress and achievement; ensures that the school is a safe and inclusive place for all students and staff; gives effect to Te Tiriti o Waitangi.

#### Scoping

The board is a body corporate whose policies and decisions exist in perpetuity or until such time as they are rescinded or revoked. The board sets the strategic direction for the school and governs via its policies, which it entrusts to the principal to implement.

#### Delegations

Accountability rests with the whole board, with no individual board member or committee having decision-making authority unless it has been delegated and documented. All sub delegations are approved by the board, as are revocations.

#### Expectations and limitation

Board actions		Standards
1. Sets the strategic direction and long-term plans and monitors the board's progress against them.	1.1	The board leads the annual charter/strategic plan review process
	1.2	The board sets/reviews the strategic aims by xxxxx
	1.3	The board approves the annual plan and targets and ensures the charter/strategic plan is submitted to the Ministry of Education by 1 March each year
	1.4	Regular board meetings include a report on progress towards achieving strategic aims
	1.5	The charter/strategic plan is the basis for all board decision making
2. Monitors and evaluates student progress and achievement, including students with differing needs.	2.1	The board approves an annual review schedule covering curriculum and student progress and achievement reports
	2.2	Reports are received at each regular board meeting from the principal on progress against the annual plan, highlighting risk/success
	2.3	Information reported to the board is thoughtfully discussed, critiqued and challenged
	2.4	Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Ensures that the school is a safe place for all students and staff.	3.1	All reasonable steps are taken to eliminate racism, stigma, bullying and any other forms of discrimination
	3.2	Students' rights under the <a href="#">Education &amp; Training Act 2020</a> , the <a href="#">New Zealand Bill of Rights Act 1990</a> and the <a href="#">Human Rights Act 1993</a> are honoured
4. Ensures the school gives effect to Te Tiriti o Waitangi	4.1	Plans, policies and local curriculum reflect local tikanga Māori, mātauranga Māori and te ao Māori
	4.2	All reasonable steps are taken to make instruction available in tikanga Māori and te reo Māori
	4.3	Māori students achieve equitable outcomes
5. Protects the special character of the school (State integrated schools/special character schools).	5.1	Special character /different character / principle of Te Aho Matua and any special characteristics is obviously considered in all board decisions
	5.2	Special character / different character / principles of Te Aho Matua and any special characteristics report is included at every board meeting as part of the principal's report



Protects the different character of the school (designated character schools) Protects the principles of Te Aho Matua and any special characteristics (Kura Kaupapa Māori)		
6. Appoints, assesses the performance of and supports the principal.	6.1	Principal's performance management system is in place and implemented
7. Approves the budget and monitors financial management of the school.	7.1 7.2	Budget is approved by the first meeting each year Satisfactory performance of financial management against budget is in evidence
8. Effectively manages risk.	8.1 8.2 8.3 8.4	The board has an effective governance model in place The board remains briefed on internal/external risk environments and takes action where necessary The board identifies trouble spots in statements of audit and takes action if necessary The board ensures the principal reports on all potential and real risks when appropriate and takes appropriate action
9. Ensures compliance with legal requirements.	9.1 9.2 9.3 9.4 9.5 9.6	New members read and understand the governance framework including policies, the school charter/strategic plan, board induction pack and requirements and expectations of board members New and continuing members are kept aware of any changes in legal and reporting requirements for the school The board seeks appropriate advice when necessary Accurate minutes of all board meetings are approved by the board and signed by the presiding member Individual staff/student matters are always discussed in public-excluded session Board meetings have a quorum
10. Ensures board members attend board meetings and take an active role.	10.1 10.2 10.3 10.4	Board meetings are effectively run Members attend board meetings having read board papers and reports and are ready to discuss them Attendance at 80% of meetings (minimum) No unexplained absences at board meetings (three consecutive absences without prior leave results in immediate step-down – refer <a href="#">Education &amp; Training Act 2020, schedule 23, clause 12 (1) (c)</a> )
11. Approves major policies and programme initiatives.	11.1 11.2	The board approves programme initiatives as per policies The board monitors implementation of programme initiatives
12. Approves and monitors human resource policy/procedures, which ensures effective practice and contributes to its responsibilities as a good employer.	12.1 12.2 12.3 12.4	The board becomes and remains familiar with the broad employment conditions that cover employees (staff employment agreements and arrangements) The board ensures there are personnel policies in place and they are adhered to The board ensures there is ongoing monitoring and review of all personnel policies The board reports annually on compliance with its personnel policy on being a good employer (including the equal employment opportunities programme)
13. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures.	13.1	Successful resolution of any disputes and conflicts referred is achieved
14. Represents the school in a positive, professional manner.	14.1	Code of conduct is adhered to
15. Oversees, conserves and	15.1	Property/resources meet the needs of the school's aims

enhances the resource base.		
16. Effectively hands over governance to new board members at election time.	16.1	New board members are provided with induction and a copy of the board's governance manual
	16.2	New board members are fully briefed and able to govern following attendance at an orientation programme
	16.3	Appropriate delegations are in place as per the <a href="#">Education (School Boards) Regulations 2020, regulation 8</a>
	16.4	Board and board members participate in appropriate ongoing professional development

### Legislative compliance

[Education & Training Act 2020](#)

[Education \(School Boards\) Regulations 2020](#)

[Human Rights Act 1993](#)

[New Zealand Bill of Rights Act 1990](#)

[Employment Relations Act 2000](#)

[Public Service Act 2020](#)

[Privacy Act 2020](#)

Review schedule: Triennially

Reviewed: 21/3/23

Updated NZSTA Version: 21/3/23

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

### Outcome statement

Authority and accountability for the day-to-day running/operation of the school is delegated to the principal.

### Scoping

The principal is the professional leader of the school and the chief executive of the board in relation to the school's control and management. The board is responsible for the governance of the school, including setting the policies by which the school is to be controlled and managed. The principal is responsible for the implementation of these policies including the charter/strategic plan.

The relationship between the board and principal is based on mutual respect, trust, integrity and support with both parties working to ensure no surprises.

### Delegations

Authority and accountability for the day-to-day running of the school is delegated to the principal. Reference in documentation to the school, management and staff is to be read as "principal" regarding responsibility for implementation.

Only decisions made by the board acting as a board are binding on the principal unless specific delegations to the presiding member, individual board members, members presiding over committees or committees of the board are in place.

The board presiding member/personnel committee has responsibility for the principal's performance review.

### Expectations and limitations

The principal shall not cause or allow any practice, activity or decision that is unethical, unlawful or imprudent or that violates the board's expressed values, its charter/strategic plan or commonly held professional ethic.

The responsibilities of the principal are set out in the board's operational policies and include the following:

- Meet the requirements of their current job description and employment agreement including the four areas of practice from the Professional Standards for Primary/Secondary Principals
- Participate in the development and implementation of their annual performance agreement and participate in their annual review process
- Act as the educational leader and day-to-day manager of the school within the law and in line with board policies

- Develop, seek board approval for and implement an annual plan that; is aligned with the board’s strategic plan; meets legislative requirements; gives priority to improved student progress and achievement; ensures that the school is an inclusive and safe place for all students and staff; honours students’ (human) rights and gives effect to Te Tiriti o Waitangi
- Use resources efficiently and effectively and preserve assets (financial and property)
- Operate within the board’s approved annual budget
- Give effect to good employer policies and practices through effective procedures, instructions or guidelines
- Employ, deploy and terminate staff positions in line with board policy and legislative requirements
- Communicate with the community on operational matters as and where appropriate
- Refrain from unauthorised public statements about the official position of the board on social, political and/or educational issues that are or have the potential to be controversial
- Keep the board informed of all information relevant to its governance role and report this in accordance with the requirements set out under Monitoring below
- Act as protected disclosures officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
- Appoint, on behalf of the board, the privacy officer and EEO officer
- Ensure school procedures meet the legislative statutes and regulations as set down in the appropriate Acts, Ministry of Education circulars and Education Gazette
- Ensure systems are developed and implemented to support the smooth running of the school in regards to surrender and retention of property and searches of students. Written records and storage of items must be consistent with legislative requirements and associated rules and guidelines
- Ensure systems and procedures meet requirements set out in the Rules regarding student behaviour management and the use of physical restraint

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

#### Procedures/supporting documentation

Board’s governance and management definitions

Principal’s job description

Principal’s employment agreement including relevant Principal Professional Standards

Principal’s performance agreement and review report

Annual implementation plan and budget

Personnel-related policy and procedures including appointments and performance management

#### Monitoring

The board will review the principal’s performance in line with its policy on principal performance review.

Evidence gathered for the review will include principal reporting to the board in line with the board’s annual workplan and that addresses all matters having real or potential legal considerations and risk for the school including significant trends, implications of board decisions, issues or risk to policy compliance or changes to the basis upon which the board’s strategic aims have been developed.

The principal will prepare (or, where appropriate, delegate, coordinate and approve) a report for every board meeting that:

- Is timely, accurate and presents information in an understandable form that is not too complex or lengthy
- Tracks progress and variance towards strategic aims and key performance indicators
- Includes data and analysis on curriculum delivery, student progress and achievement
- Includes data and analysis on student wellbeing
- Provides evidence of the school’s giving effect to Te Tiriti o Waitangi

- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration
- Outlines financial income and expenditure and explains any variance against budget
- Summarises and highlights any risks associated with the fortnightly staff usage and expenditure (SUE) report
- Identifies the number of stand-downs, suspensions, exclusions and expulsions during the period and highlights trends over time
- Identifies any instances of physical restraint
- Includes information of any actual or potential risks to health and safety
- Specifies current roll numbers and explains any roll variance against year levels
- Recommends changes in board policies when the need for them becomes known
- Highlights areas of possible adverse publicity or community dissatisfaction
- Addresses any other matter requested by the board within a reasonable, specified timeframe

#### [Legislative compliance](#)

[Education & Training Act 2020](#)

[Privacy Act 2020](#)

[Protected Disclosures Act 2000](#)

[Education \(Physical Restraint\) Rules 2017](#)

[Collective Employment Agreement for Principals](#)

Review schedule: Triennially

Reviewed: 21/03/23

Updated NZSTA Version: 21/03/23

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

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

Review schedule: Triennially

Reviewed: 16/05/23

### ***4. Principal Professional Expenses Policy***

A budget for professional expenses, professional development and professional coaching will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board. Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event. The professional coaching and wellbeing support funding is to form part of this fund.

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

Review schedule: Triennially

Reviewed: 05/09/23

Updated: 05/09/23

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

The principal 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 principal to submit any monitoring data required in a timely, accurate and understandable fashion. Therefore, the principal must ensure that they:

1. Inform the board of significant trends, implications of board decisions, issues arising from policy matters or changes in the basic assumptions upon which the board's strategic aims are based.
2. submit written reports covering the following management areas for each board meeting:
  - principal's management report including:
    - i. Strategic Aim Report
    - ii. Personnel Report
    - iii. Finance Report
    - iv. Variance Report
    - v. Key Performance Indicators
  - and,
  - the coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Report
3. inform the board in a timely manner of any significant changes in staffing, programmes, plans or processes that are under consideration
4. submit any monitoring data required in a timely, accurate and understandable fashion
5. report and explain financial variance against budget in line with the board's expectations
6. report on the number of stand-downs, suspensions, exclusions and expulsions on a per meeting basis
7. report and explain roll variance against year levels and reasons on a per meeting basis
8. present information in a suitable form – not too complex or lengthy
9. inform the board when, for any reason, there is non-compliance of a board policy
10. recommend changes in board policies when the need for them becomes known
11. highlight areas of possible bad publicity or community dis-satisfaction
12. coordinate management/staff reports to the board and present to the board under the principal's authority
13. regularly report on the implementation of the annual plan and progress towards meeting student achievement targets and against the National Education and Learning Priorities as they are represented within the annual or strategic plans on a cyclical basis.
14. report on any matter requested by the board and within the specified timeframe

Review schedule: Triennially

Reviewed: 05/09/23

Updated: 05/09/23

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

The board is committed to ethical conduct in all areas of its responsibilities and authority. Trustees shall abide by the Board Code stated in the Board Handbook as well as the Code of Conduct for State School Board Members Policy set by the Ministry of Education.

Review schedule: Triennially

Code Reviewed and Resigned: 29/11/22

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

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

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

- 6 All other reimbursements are at the discretion of the board and must be approved prior to any spending occurring

Review schedule: Triennially

Reviewed: 22/02/22

## **8. Conflict of Interest Policy**

The standard of behaviour expected at Lichfield 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.

A register of all conflicts of interest will be kept and updated as appropriate.

Review schedule: Triennially

Reviewed: 02/03/21

Updated: 02/03/21

## **9. Presiding Member (chair) Role Description Policy**

### **Outcome statement**

The board is effectively led.

### **Scoping**

The presiding member presides over board meetings and ensures that each board member has a full and fair opportunity to be heard and understood by the other members of the board and that decisions that are in the best interest of the school, its students and staff are reached.

The presiding member is the leader of the board and works on behalf of the board with the principal on a day-to day basis.

The presiding member establishes and nurtures a positive professional working relationship with the principal.

The presiding member represents the board to the broader community and works in partnership with the principal to safeguard the integrity of the board's processes.

The presiding member often represents the board to the school and wider community and agencies such as the Ministry of Education and the Education Review Office and carries a responsibility to safeguard the integrity of the board.

### **Delegations**

The board delegates management of the relationship between the board and the principal to the presiding member.

Oversee the board's self-review programme, including policy writing and review.

To meet regularly with the principal to maintain the effectiveness of the governance/ management partnership, and effective board relationships. Meetings with the principal should focus on outcomes of meetings of the board and the co-ordination of the efforts of respective members of the board to achieve goals/objectives.

### **Expectations and limitations**

The presiding member:

- is appointed by election at the first board meeting of the year except in a triennial board election year where it shall be at the first meeting of the board held after the election\*
- acts within board policy and delegations at all times and not independently of the board
- works with the board to develop a cohesive and effective team
- welcomes new board members, ensures that disclosure of any conflicts of interest is made and the code of conduct is understood (and signed) and leads new member induction

- assists board members' understanding of their role, responsibilities and accountability, including the need to comply with the board code of conduct policy
- ensures the work of the board is completed
- sets the board's meeting agenda and ensures that all board members have the required information for informed discussion of the agenda items
- ensures the meeting agenda content is only about those issues that, according to board policy, clearly belong to the board to decide
- effectively organises and presides over board meetings, ensuring that such meetings are conducted in accordance with the Education & Training Act 2020, the Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any board policies and protocols\*
- ensures interactive participation by all board members
- 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
- is the official signatory for the board, including for annual accounts\*
- is responsible for promoting effective communication between the board and wider community, including communicating appropriate board decisions
- establishes and maintains a productive working relationship with the principal
- ensures the principal's performance agreement and review are completed on an annual basis
- ensures concerns and complaints are dealt with at the appropriate level, according to the school's concerns and complaints procedures
- 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

#### Procedures/supporting documentation

Governance policies and protocols

Board code of conduct

School delegations list

#### Monitoring

Monitored annually (as part of Triennial Review Plan)

Accountable to the rest of the Board

Annual Board Review

ERO School Evaluation Indicators (as part of Triennial Review Plan)

#### Legislative compliance

[Education & Training Act 2020](#)

[Education \(School boards\) Regulations 2020](#)

[Local Government Official Information and Meetings Act 1987](#)

[Official Information Act 1982](#)

[Privacy Act 2020](#)

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

Reviewed: 24/10/23

Updated NZSTA Version: 08/11/22

## 10. Staff/Student Trustee Role Description Policy

The staff trustee fulfils legislative requirements relating to board composition. The role of the staff trustee is to bring a staff perspective to board decision making and discussion, not the voice of staff unless directed by the board through a delegated authority.

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

Staff Trustee accountability measure	Standard
1. To work within the board's Charter	1.1 The Charter is obviously considered in board decisions



2.	To abide by the board's governance and operational policies	2.1	The staff trustee has a copy of the Board Handbook and is familiar with all board policies
3.	The staff 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 3.2	The staff trustee is not a staff advocate The staff trustee does not bring staff concerns to the board
4.	The staff trustee is bound by the Trustee Code of Behaviour	4.1	The staff trustee acts within the code of behaviour
5.	It is not necessary for the staff/student trustee to prepare a verbal or written report for the board unless specifically requested to from the board	5.1	No regular reports received unless a request has been made by the board on a specific topic.

Review schedule: Triennially

Reviewed: 22/03/22

## ***11. The Relationship Between the Board and the Principal Policy***

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

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

Review schedule: Annually

Reviewed: 28/05/24

(No NZSTA Version Available)

## ***12. Principal's Performance Management Policy***

### **Outcome statement**

A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board.

### **Scoping**

An annual performance agreement will be established between the board and principal and be in place at the beginning of each school year.

The principal's performance against this agreement will be reviewed throughout the year, and a final report will be prepared and presented to the board at the end of the school year.

The prime focus of the agreement will be that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi.



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

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

### Delegations

The presiding member of the board (or personnel committee of the board) will ensure annual performance review is carried out in accordance with this policy.

### Expectations and limitations

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

### Legislative compliance

[Education and Training Act 2020](#) – Sections 127 & 130

Review schedule: Triennially

Reviewed: 24/05/22

Updated NZSTA Version: 24/05/22

### **13. The Relationship Between Presiding Member (Chair) And Principal Policy**

#### Outcome statement

The relationship between the presiding member and the principal is based on trust, integrity and mutual respect.

#### Scoping

A positive, productive working relationship between the principal and the presiding member is both central and vital to the school.

The presiding member and principal 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.

The presiding member has no authority except that granted by the board. The presiding member does not act independently of the board.

#### Expectations and limitations

- The presiding member and principal must work as a team, and there should be no surprises
- The relationship must be professional
- Each must be able to counsel the other on performance concerns
- The presiding member supports the principal and vice versa as appropriate
- Each agrees not to undermine the other's authority
- There is agreement to be honest with each other
- Each agrees and accepts the need to follow policy and procedures
- Neither party will deliberately hold back important information
- Neither party will knowingly misinform the other

#### Procedures/supporting documentation

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

Review schedule: Annually

Reviewed: 28/05/24

Updated NZSTA Version: 25/5/21

### **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) session will be posted on the board of trustees' notice board and available at the meeting place for the public.
2. Are held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the board are fully recorded but remain confidential. The board needs to:
  - make the reasons for excluding the public clear
  - reserve the right to include any non-board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:

- all trustees who wish to participate in the meeting have access to the technology needed to participate, and
- a quorum of members can simultaneously communicate with each other throughout the meeting.
- 

Review schedule: Triennially

Reviewed: 24/05/22

## **15. Meeting Procedure Policy**

The Lichfield School board is committed to effective and efficient meetings and, to this end, sets out the following guidelines for the conduct of board meetings.

### Timing of meetings

- Dates and times of meetings will be set in the board workplan and usually held *twice a term, starting at 6.30pm and finishing no later than 8.30pm.*
- A resolution for an extension of time may be moved but will not normally exceed 30 minutes.
- Any business remaining on the agenda at the conclusion of the meeting is transferred to the following meeting

### Agenda and meeting papers

- The presiding member is responsible, in liaison with the principal, for the preparation of an agenda prior to each meeting
- The principal is to ensure that secretarial services are provided to the board
- Agenda items are to be notified to the presiding member 3 days prior to the meeting
- The agenda and board papers will be circulated to board members at least 3 days prior to the meeting
- 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 board members can read it if required
- The agenda for the part of each meeting that is open to the public will be posted on the board's section of the school website at least 48 hours prior to the meeting and copies made available at the meeting place for any members of the public
- The agenda is to be collated with the items placed in order and marked with an agenda item number
- Agenda items will reference relevant strategic goals and board policies
- Late agenda items will only be accepted with the approval of the board and in rare circumstances where a decision is urgent
- All items in the agenda are to carry a recommended course of action and where appropriate be supplemented by supporting material in the meeting documentation.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- The order of the agenda may be varied by resolution at the meeting

### Public participation

- The board meeting is a meeting open to the public rather than a public meeting
- Only members of the board have automatic speaking rights
- Public participation is at the discretion of the board
- Public attending the meeting, including staff members not elected as the staff representative, are given a notice about their rights regarding attendance at the meeting – *See 15.1 Public Attending Board Meetings Procedure*

### Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987 (LGOIMA).\* The wording to be used in the motion to exclude the public is found in Schedule 2A of LGOIMA. The

board must make the reasons for excluding the public clear. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues

- Persons may be asked to remain after the public has been excluded because they possess knowledge that will be of assistance in relation to the matter to be discussed. The board must pass a resolution that they may remain\*

### Conduct of meetings

- A quorum of more than half the members currently holding office is required for the board to be able to conduct any business\*
- Meetings can be held via audio, audio and visual or electronic communication providing:
  - all board members who wish to participate in the meeting have access to the technology needed to participate, and
  - a quorum of members can simultaneously communicate with each other throughout the meeting\*
- Board members will declare any conflict of interest at the beginning of the meeting
- Any board members with a conflict of interest or pecuniary interest in any issue shall not take part in any debate, deliberation or decision making on such issues. They must be excluded from the meeting for the duration of the debate, deliberation or decision making.\* A pecuniary interest arises when a board member may be financially advantaged or disadvantaged as a result of decisions made by the board (contracts, pay and conditions). A conflict of interest is when an individual board member could have or could be thought to have a personal stake in matters to be considered by the board
- The presiding member shall be appointed by election at the first meeting of the year except in the triennial election year where it will be at the first meeting of the newly elected board\*
- The elected presiding member (or, in their absence, a non-school-based board member) presides at meetings
- Only apologies received from those who cannot be present must be recorded. Members of the board 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 board member must request leave from the board at a board meeting, and the board must make a decision whether or not to grant it
- Points of order are questions directed to the presiding member 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
- The board's normal meeting procedures may be suspended by resolution of the meeting

### Decision-making process

- All board decisions are made in light of board policy and the board's primary objectives of ensuring that; every student at the school is able to attain their highest possible standard in educational achievement; the school is an inclusive and safe place for all students and staff; the school gives effect to relevant students' rights and gives effect to Te Tiriti o Waitangi
- All decisions are to be taken by open voting by all board members present
- In the event of tied voting on a resolution, the presiding member may exercise a casting vote in addition to their deliberative vote\*
- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the presiding member and are then open for discussion
- Motions and amendments once proposed and accepted may not be withdrawn without the consent of the meeting
- No further amendments may be accepted until the first one is disposed of
- The mover of a motion has right of reply
- A matter already discussed may not be reintroduced at the same meeting in any guise or by way of an amendment
- 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

### Minutes

- Board meeting minutes will be taken by a contracted, paid minute secretary who is not a member of the board
- The minutes are to clearly show resolutions and action points and who is to complete the action
- Minutes are sent to the presiding member for checking within 3 working days and distributed electronically to the board within seven working days. Requests for corrections or amendments should be submitted by email to the presiding member as soon as possible to ensure accurate minutes can be confirmed at the next meeting
- Minutes to be tabled for approval should be included in documentation made available to all board members prior to the meeting
- Once minutes are approved as true and correct, recordings of that meeting are to be deleted

### Calling special meetings

- If the Board has adopted procedures regarding special (extraordinary) meetings, then those would apply
- In the absence of board procedures, a special meeting may be called by the presiding member. Otherwise, one third of board members currently holding office agreeing to call a special meeting would be good practice

\* Legal requirement

Review schedule: Triennially

Reviewed: 21/05/19

Updated NZSTA Version: 24/05/22

## 15.1 Public Attending Board Meetings Procedure

The board of trustees 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.

**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

# LICHFIELD SCHOOL BOARD OF TRUSTEES

Meeting of <month> <day>, <year>

### AGENDA

1. **PRESENT & WELCOME**
2. **APOLOGIES**
3. **ADOPTING AGENDA / DECLARATION CONFLICT** Insert the 'table of tasks' from the previous board meeting minutes; 'completed / progressing / deleted'
4. **MINUTES OF PREVIOUS MEETING**
5. **MATTERS ARISING; refer Task/Action List, Minutes of previous meeting**
6. **CORRESPONDENCE** Only items relating to board Agenda considered.
7. **RECEIVING OF REPORTS:-**
  - FINANCE Analysis of variance reporting based on forecast Income & approved Expenditure; also focus on 'Working Capital'
  - PRINCIPAL Reporting against the Aims stated in the Charter; 'progress report' (analysis) and 'next steps'.
  - Other...
8. **NOTIFIED BUSINESS**
  - 8.1 TASK/ACTION LIST; refer <month><year> minutes
  - 8.2 ANNUAL & STRATEGIC PLANS; REPORTING ON STUDENT ACHIEVEMENT:  
♦  
♦ This section of the meeting is where the in-depth discussions are held on student learning, progress and achievement Reports.
  - 8.3 SCHOOL INITIATIVES:
    - 8.3.1
    - 8.3.2 Listed items of governance interest; each has a report backgrounding the matter to be discussed/considered.
    - 8.3.3
    - 8.3.4
  - 8.4 SCHOOL POLICIES; reviews / development
9. **PROFESSIONAL DEVELOPMENT**
  - 8.1 At each meeting of the board, spend 10 to 15 minutes on some aspect of trustee professional development; "Board Alert" or STA releases etc.
10. **MEETING CLOSURE:**
  - 10.1 Items for School Newsletter.
  - 10.2 Feedback on meeting procedures and outcomes.
  - 10.3 Preparation for next meeting.
11. **IN-COMMITTEE:**

**The Chair MOVES "that the Board move INTO COMMITTEE under Section 48 Local Government Information and Public Meetings Act 1987 to discuss..."**

  - 11.1 NIL

**The Chair MOVES "that the Board moves OUT-OF-COMMITTEE"**
12. **OUT-OF-COMMITTEE:**

**The Chair MOVES "that the Board confirms the business considered IN-COMMITTEE"**

Review schedule: Triennially

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

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

Not at all 1 2 3 4 5 Very well

Comment:

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

Not at all 1 2 3 4 5 Very well

Comment:

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

Not at all 1 2 3 4 5 Very well

Comment:

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

Name: (Optional).....

Review schedule: Triennially

16. Board Induction Policy

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

- 1. New trustees will receive a welcome letter on their joining the board which includes:
- Where and when they can pick up their governance folder
- The suggested date of the induction
- The date of the next board meeting
- Chair and principal contact details
2. New trustees will be issued with a governance manual containing copies of the school's:
- Charter - including the strategic and annual/operational plans
- Policies
- The current budget
- The last ERO report
- The last annual report
- The triennial review programme
- Any other relevant material
3. The chair or delegate will meet with new board members to explain board policy and other material in the governance manual.
4. The principal and chair or delegate, will brief all new members on the organisational structure of the school.
5. The principal will conduct a site visit of the school if necessary.
6. New board members are to be advised of the professional development that is available from NZSTA and other relevant providers.
7. After three months on the board, the effectiveness of the induction process is to be reviewed by the chair with the new members. The review will include the following aspects:

Did you feel welcomed onto the board?

Very welcome Welcome Not very welcome

Comment:

▪ **Did you receive all necessary information in a timely manner?**  
Very timely                      Timely                      Not very timely  
Comment:

▪ **Did you find the induction with principal 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 (Post election)

Reviewed: 21/02/23

Updated: 21/02/23

## **17. Board Review Policy**

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

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

Review schedule: Triennially

Reviewed: 21/06/22

## **18. Committee Principles and Delegations**

Regulation 9 of the Education (School Boards) [Regulations](#) 2020 allows the board to appoint committees/working parties to assist it to carry out its responsibilities and due process (e.g. staff appointments, finance, property, disciplinary).

Unless specified otherwise in the Education & Training [Act](#) 2020, Regulation 8 of the Education (School Boards) 2020 gives the board the authority to delegate any of its functions or powers to a person (as specified in the regulation) or committee, except the power to borrow money.

Delegations must be made by resolution of the board and should be notified to the delegate(s) in writing, along with terms of reference.

A person who has been delegated functions or powers of the board may not sub-delegate to another person without prior written consent of the board.

Anyone to whom a sub-delegation has been made, is subject to the same restrictions and terms of reference as the original delegate.

No one may exercise any of the board's functions or powers without delegation.

### **Board Committees:**

- Are to be used sparingly to preserve the board functioning as a whole when other methods have been deemed inadequate
- Can include non-board members but at least one committee member must be a member of the board
- 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 principal or the presiding board member
- Assist the board chiefly by preparing policy alternatives and implications for board deliberation
- Are intended to assist the board and not to advise or carry out the work of staff
- Must act through the board and can only recommend courses of action unless they hold delegated authority to



act on the board's behalf

- Are to have terms of reference drawn up as required, usually containing information as to their:
  - o purpose
  - o membership
  - o delegated authority

The board will maintain a record of current delegations.

The Board of Lichfield School currently has the following standing committee

- Disciplinary committee
- Any other committees established for special purposes should conform to the above principals.

Review schedule: Triennially

Reviewed: 21/06/22

Updated NZSTA Version: 21/06/22

## **18.1 Review Committee Terms of Reference**

### **Purpose:**

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

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

### **Committee members:**

At least one board member who should not be either the presiding member of the board or principal.

### **Meets**

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

### **Delegated authority**

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

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

Members of the management team shall attend meetings when requested.

A representative of the external auditor may be requested to attend meetings when appropriate.

The committee is authorised by the board to investigate any activity within its terms of reference. It is authorised to seek any information it requires from any board member or employee, and all members of the board and employees are requested to cooperate with any request made by the committee. The principal will be informed in advance of any such requests.

The committee may recommend that external and independent advice is sought. If the advice is likely to incur costs,

prior approval must be sought from the board.

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

Review schedule: Triennially

Reviewed: 21/06/22

Updated NZSTA Version: 23/06/22

## **18.2 Student Behaviour Management Committee Terms of Reference**

### **Purpose**

To ensure that all processes relating to the suspension of students adhere to the requirements of the [Education and Training Act 2020](#), [Education \(Stand-down, Suspension, Exclusion and Expulsion\) Rules 1999](#) and [Ministry of Education guidelines](#).

### **Committee members**

All members of the board excluding the principal.

The board's presiding member shall preside over student suspension meetings or, in their absence, another non-school based board member determined by the committee.

The quorum for the committee shall be three board members.

### **Delegated authority**

Under Clause 8 of the Education (School Boards) Regulations 2020, certain powers of the board shall be delegated to the student behaviour management committee of the board. The committee will:

- Review the principal's decision to suspend
- If the principal's decision to suspend is upheld, make recommendations to the board or decide the outcome according to committee as delegated
- Uphold the principles of natural justice in suspension meeting procedures
- Act in fairness, without bias or prejudice and with confidentiality
- Act within legislation and the Ministry of Education guidelines and student (human) rights set out in the New Zealand Bill of rights Act 1990 and the Human Rights Act 1993
- Act only on written and agreed information, not hearsay

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

Review schedule: Triennially

Reviewed: 14/06/23

Updated NZSTA Version: 23/06/22

## **18.3 Finance Committee Terms of Reference and Annual Calendar**

### **Purpose**

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

### **Scoping**

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

As a committee of the board, the finance committee is responsible for providing guidance to the principal on financial matters.

### **Delegated authority**

The finance committee is responsible to the board for:

- Recommending, in association with the principal, an annual operating and capital budget, including professional development budget allocation for the principal and the staff
- Determining the level of budgetary discretion available to the principal

- Monitoring and reporting on the annual budget via the principal
- Reviewing on behalf of the board accounts passed for payment by the school
- Advising on additional funding sources
- Assisting, if appropriate, the principal's preparation of the financial report, presented by the principal at every board meeting
- Recommending changes to financial policy
- Overseeing the preparation of the annual accounts for board approval
- Assisting the principal in reporting financial performance to parents and the community
- Providing input into the school's strategic plan
- Preparing special reports for consideration by the board
- Annually reviewing the school's risk management needs and insurance cover
- Assessing and making recommendations to the board on requests for spending on individual items outside of budget

### Financial Committee Annual Calendar

Date	Action required
28 February	Finance committee self-review and plan for the year Annual budget approval
31 March	Annual accounts prepared and forwarded to the auditors
31 May	Community reporting on financial performance
30 June	Ensure any issues raised by the auditor have been addressed Mid-year budget review
31 August	Annual review of risk management needs and insurances
30 September	Annual review of 10-year property plan completed, in accordance with the board's review plan, by the property committee and available as an input document for budgeting purposes. Note that this should also encompass normal cyclical maintenance and capital works Annual plan available as an input document for preparation of the budget
31 October	Initial annual budget recommendations submitted to the board
30 November	Revised annual budget (if required) submitted to the board for approval at start of next school year

Review schedule: Triennially

Reviewed: 14/06/23

Updated NZSTA Version: 21/06/22

## 19. Concerns and Complaints Process

Complaints are received only in the written form. All letters of complaint received by the board chairperson and/or principal are for the **whole board**. No trustee, including the board chairperson or principal can decide independently as to what action will be taken; the board decides and may delegate authority to one or more persons to take specific actions.

Refer to **School Procedure 1**, Concerns and Complaints, for full details on how the Lichfield School and School Board deals with concerns and complaints.

Review schedule: Triennially

Reviewed: 22/02/22

## 20. Triennial Review Programme

	Review Cycle	Feb	March	May	June	Aug	Sept	Nov	Dec
<b>Part 2 - Governance Policy</b>									
Board Roles and Responsibilities Policy	Triennial		2026						
Responsibilities of the Principal Policy	Triennial		2026						
Disciplinary Process in Relation to the Principal Policy	Triennial		2026						
Principal Professional Expenses Policy	Triennial						2026		
Reporting to the Board Policy	Triennial						2026		
Trustees' Code of Behaviour Policy – Resign annually	Annual					Every Yr			
Trustee Remuneration and Expenses Policy	Triennial		2025						
Conflict of Interest Policy	Triennial		2024						
Presiding Member (chair) Role Description Policy	Annual							Every Yr	
Staff/Student Trustee Role Description Policy	Triennial		2025						
The Relationship between the Board and the Principal Policy	Annual			Every Yr					
Principal's Performance Management Policy	Triennial	2025							
The Relationship between the Presiding Member (chair) and the Principal Policy	Annual			Every Yr					
<b>Process and Procedures</b>									
Meeting Process Policy	Triennial			2025					
Meeting Procedure Policy	Triennial			2025					
15.1 Public Attending Board Meetings Procedure	Triennial			2025					
15.2 Meeting Agenda	Triennial			2025					
15.3 Evaluation of meeting	Triennial			2025					
Board Induction Policy	Election Year (Post)	2026							
Board Review Policy	Triennial				2025				
Committee Principals and Delegations Policy	Triennial				2025				
18.1 Review Committee Terms of Reference	Triennial				2025				
18.2 Student Disciplinary Committee Terms of Reference	Triennial				2026				
18.3 Finance Committee Terms of Reference	Triennial				2026				
Concerns and Complaints Process	Triennial	2025							
Dealing with Persistent or Vexatious Complaints/Harassment in School Policy	Triennial	2026							

	Review Cycle	Feb	March	May	June	Aug	Sept	Nov	Dec
<b>Part 3 - Operational Policy</b>									
Curriculum Delivery Policy	Triennial							2026	
Personnel Policy	Triennial						2026		
Appointments Policy	Triennial					2025			
Financial Planning and Condition (combined alternative) Policy	Triennial						2025		
Asset Protection Policy	Annual	Every Yr							
Protection and sharing of intellectual property (creative commons)	Triennial							2025	
Health and Safety Policy	Triennial				2024				
Child Protection Policy	Within 3yrs			2024					
Legal Responsibilities Policy	Triennial				2024				
Computer and Other Digital Devices Acceptable Use Policy	Annual			Every Yr					
Gifts Policy	Triennial			2024					
<b>Board Best Practice</b>									
Trustee Induction process	Election Year	2025							
Promote Trustee elections	Election Year	2025	2025	2025					
Induction of new trustees	Election Year			2025					
Delegations	Annual	Every Yr							

### Curriculum Review:

Key Competencies  
 English/Literacy  
 The Arts  
 Health and Physical Education  
 Science  
 Social Studies  
 Mathematics and Statistics  
 Education Learning Languages  
 Integrated Curriculum  
 Technology

## **21. Dealing with Persistent or Vexatious Complaints/Harassment in School Policy**

### Introduction

The Principal and staff deal with specific concerns or complaints as part of their day-to-day management of the school in accordance with the School's Concerns and Complaints Process.

The majority of concerns or complaints are handled in an informal manner and are resolved quickly, sensitively and to the satisfaction of the complainant, who could be a student's parent, relative, carer or neighbour i.e. someone not directly involved in the school.

However, there are occasions when complainants behave in an unreasonable manner when raising and/or pursuing concerns. The consequences are that the actions of the complainants begin to impact negatively on the day-to-day running of the school and directly or indirectly the overall well-being of staff, children and parents in the school community. In these exceptional circumstances the school may take action in accordance with this policy.

### Aims of the Policy

1. The aims are to:
  - uphold the standards of courtesy and reasonableness that should characterise all communication between the school and persons who wish to express a concern or pursue a complaint;
  - support the well-being of children, staff and everyone else who has legitimate interest in the work of the school, including Board of Trustees and parents;
  - deal fairly with those who make persistent or vexatious complaints and those who harass members of staff in school.

### Parent Expectations of the School

1. Parents/carers/members of the public who raise either informal concerns or formal complaints with the school can expect the school to:
  - a. regularly communicate to parents/carers;
    - i. how and when problems can be raised with the school;
    - ii. the existence of the school's complaints procedure, and
    - iii. the existence of this guidance;
  - b. respond within a reasonable time;
  - c. be available for consultation within reasonable time limits bearing in mind the needs of the students within the school and the nature of the complaint;
  - d. respond with courtesy and respect;
  - e. attempt to resolve problems using reasonable means in line with the school's Concerns and Complaints Process, other policies;
  - f. keep complainants informed of progress towards a resolution of the issues raised.

### The School's Expectations of Parents/Carers/Members of the Public

1. The school can expect parents/carers/members of the public who wish to raise problems with the school to:
  - a. treat all school staff with courtesy and respect;
  - b. respect the needs and well-being of students and staff in the school;
  - c. avoid any use, or threatened use, of violence to people or property;
  - d. avoid any aggression, verbal abuse or online abuse through social media;
  - e. recognise the time constraints under which members of staff in schools work and allow the school a reasonable time to respond;
  - f. recognise that resolving a specific problem can sometimes take some time;
  - g. (in the case of a complaint) follow the School's Concerns and Complaints Process.

## Who is a Persistent Complainant?

1. For the purpose of this document, a persistent complainant is a parent/carer or member of the public who complains about issues, either formally or informally, or frequently raises issues that the complainant considers to be within the remit of the school, and whose behaviour is unreasonable. Such behaviour may be characterised by:
  - a. actions which are obsessive, persistent, harassing, prolific, repetitious;
  - b. prolific correspondence or excessive e-mail or social media comments or telephone contact about a concern or complaint;
  - c. an insistence upon pursuing unsubstantial complaints and/or unrealistic or unreasonable outcomes;
  - d. an insistence upon pursuing complaints in an unreasonable manner;
  - e. an insistence on only dealing with a specific member of staff on all occasions irrespective of the issue and the level of delegation in the school to deal with such matters;
  - f. an insistence upon repeatedly pursuing a complaint when the outcome is not satisfactory to the complainant but cannot be changed.
  
2. For the purpose of this policy, harassment is the unreasonable pursuit of such actions as in (a) and (e) above in such a way that they:
  - a. appear to be targeted over a significant period of time on one or more members of school staff and/or
  - b. cause on-going distress to individual member(s) of school staff and/or
  - c. have a significant adverse effect on the whole/parts of the school community including individuals
  - d. are pursued in a manner which can be perceived as intimidating and oppressive by the recipient.This could include situations where persistent demands and criticisms, whilst not particularly taxing or serious when viewed in isolation, have a cumulative effect over time of undermining confidence, well-being and health.

## The School's Actions in Cases of Persistent or Vexatious Complaints or Harassment

1. In the first instance the presiding member in consultation with the other trustees will inform the complainant in writing that his/ her behaviour is considered to be becoming unreasonable / unacceptable and, if it is not modified, action may be taken.
  
2. If the behaviour is not modified the school may take some or all of the following actions as necessary, having regard to the nature of the complainant's behaviour and the effect of this on the school community:
  - a. inform the complainant in writing that his/her behaviour is now considered by the school to be unreasonable/unacceptable and, therefore, to fall under the terms of this policy;
  - b. inform the complainant that all meetings with a member of staff will be conducted with a second person present and that notes of meetings may be taken in the interests of all parties;
  - c. inform the complainant that, except in emergencies, all routine communication with the complainant to the school should be by letter only;
  - d. (in the case of physical, or verbal aggression) take advice from New Zealand School Trustees Association (NZSTA) and/or the School lawyer and consider warning the complainant about being banned from the school site; or proceed straight to a temporary ban;
  - e. consider taking advice from (NZSTA) and/or the School lawyer on pursuing a case under the Harassment Act 1997;
  - f. consider taking advice from (NZSTA) and/or the School lawyer about putting in place a specific procedure for dealing with complaints from the complainant, i.e. the complainant will not be able to deal directly with the Principal but only with a third person to be identified by the Board of Trustees of the school, who will investigate, determine whether or not the concern/ complaint is reasonable or vexatious and then advise the Principal accordingly.
  - g. In the case of digital behaviour amounting to harassment the authorities may be informed Under the Harmful Digital Communications Act (HDCA).
  
3. If a complainant's persistent complaining/harassing behaviour is modified and is then resumed at a later date within a reasonable period time, the school may resume the process identified above at an appropriate level. In these circumstances advice may be sought from (NZSTA) and/or the School lawyer.

## Part 3 Operational Policy

### 1. Curriculum Delivery Policy

#### Outcome statement

Curriculum delivery reflects charter/strategic plan aims and meets legislative requirements.

#### Scoping

The board's primary objectives are to ensure that; every student at the school is able to attain their educational potential; the school is a safe and inclusive environment for all students and staff; students' (human) rights are protected; the school gives effect to Te Tiriti o Waitangi.

#### Delegations

As the professional leader of the school, the principal is responsible for fostering quality teaching and learning outcomes.

#### Expectations and limitations

The principal must ensure:

- An annual plan is developed setting out how progress will be made towards the achievement of charter/strategic goals and is approved by the board
- The school local curriculum is based on the vision, values, principles and key competencies of the New Zealand Curriculum (or Te Mātauranga o Aotearoa)
- The school local curriculum reflects local tikanga Māori, mātauranga Māori and te ao Māori
- School programmes provide students in years 1–6 with opportunities to learn in all areas of the national curriculum, including no less than 1 hour per day of each of the following subjects; Reading, Writing and Maths.
- There is a focus every child and young person:
  - attaining their educational potential
  - developing the abilities and attributes outlined in the [national education and learning priorities](#)
  - having an appreciation of the importance of; the inclusion of different groups and persons with different personal characteristics; diversity, cultural knowledge, identity, and the different official languages of New Zealand; Te Tiriti o Waitangi and te reo Māori
- Assessment practices enable the wellbeing, engagement, progress and achievement of students to be monitored and reported
- Board approval is sought before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.

#### Procedures/supporting documentation

Curriculum planning

Assessment cycle

#### Monitoring

The principal will prepare (or, where appropriate, delegate, co-ordinate and approve) a report once a term to the board that will include:

- Includes data and analysis on curriculum delivery, student wellbeing, progress and achievement
- Tracks progress and variance towards annual aims and key performance indicators
- Informs the board of any significant changes in staffing, programmes, plans or processes that are under consideration



## **2. Personnel Policy**

### Outcome statement

The obligations and responsibilities of being a good employer are met.

### Scoping

The board recognises its responsibilities and accountabilities to its employees are achieved through its chief executive.

Good employer means an employer who operates an employment policy containing provisions generally accepted as necessary for the fair and proper treatment of employees in all aspects of their employment.

### Delegations

The board delegates responsibility to the principal on all matters relating to the day-to-day management of staff in the expectation that they will be managed in a sound, fair and respectful manner in accordance with the current terms of employment agreements, school policy and procedures, relevant legislative requirements and identified good practice.

### Expectations and limitations

The principal must ensure:

- all employment-related legislative requirements are applied
- all employees understand their rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- a smoke-free and vape-free environment is provided
- employment records are maintained and all employees have a written letter of offer of employment, an up to date job description and for non-union employees an individual employment agreement (IEA)
- teachers are consulted when developing a procedure to determine the use of units – units for appropriate positions are allocated in a fair and transparent manner
- employee leave is effectively managed and reported so that:
  - o the risk of financial liability is minimised, operational needs are met and the needs of individual staff are considered
  - o board approval is sought for any requests for discretionary staff leave with pay
  - o board approval is sought for any requests for discretionary staff leave without pay of longer than 4 days (for example)
  - o board approval is sought for any requests for staff travelling overseas on school business
  - o the board is advised of any staff absences longer than 3 school days
- effective and robust performance management systems are in place for all staff that include performance management reviews, attestations for salary increases and staff professional development
- a suitable professional development programme, which takes into consideration the requirements of the strategic and annual plans, is provided as part of each employee's performance agreement
- the requirements of the Health and Safety at Work Act 2015 are met
- advice is sought as necessary from NZSTA advisers where employment issues arise and the school's insurer is notified.



## [Procedures/supporting documentation](#)

Staff leave form

Staff leave procedure

Staff performance review procedure

Unit allocation procedure

Professional development procedure

Professional development programme/plan

Storage of confidential information

## [Monitoring](#)

Ongoing monitoring and report will occur via the Principal's Report to the Board at the scheduled Board of Trustees meetings.

## [Legislative compliance](#)

[Employment Relations Act 2000](#)

[Education and Training Act 2020](#)

[Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993

[Health and Safety at Work Act 2015](#) [Collective employment agreements](#)

[Individual employment agreements](#)

[Smokefree Environments and Regulated Products \(Vaping\) Amendment Act 2020](#)

[Domestic Violence – Victims' Protection Act 2018](#)

Review schedule: Triennially

Reviewed: 05/09/23

Updated NZSTA Version: 05/09/23

### **3. Appointments Policy**

#### [Outcome statement](#)

The most suitably qualified persons who are best suited to the position are appointed through a fair and sound appointments process that meets the legislative requirements of a good employer.

#### [Scoping](#)

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

#### [Delegations](#)

The board delegates authority to determine the composition of the various appointment committees according to the schedule outlined below. Appointment of the principal is the responsibility of the board, which will determine the process and seek NZSTA advice.

#### [Expectations and limitations](#)

The principal must ensure that:

- appointment of deputy principals, head of departments/senior teachers will involve an appointment committee consisting of the principal, the presiding board member and, at the discretion of the board, a further member of the board
  - unless determined otherwise by the board, appointment of all other teachers, permanent and fixed-term, full-time and part-time, long-term relieving teachers and non-teaching staff will be the responsibility of the principal in consultation with the presiding board member or delegate where deemed necessary
  - procedures are in place and fully implemented that meet all legislative requirements regarding safety checking, Police vetting and screening of all staff
  - all safety checking is completed for all teaching and non-teaching staff prior to commencing employment, and
  - safety checking documentation is kept on the new employees personal file in line with privacy and storage protocols
  - Any person applying for a teaching position holds a current practicing certificate from the Teaching Council
- In the case of Community of Learning I Kāhui Ako membership:
- Staff seeking the Communities of Learning I Kāhui Ako leadership role or the teacher across schools' role must seek and receive consent from their employing board before applying for the role

\* For any position that is fixed term there must be a genuine reason based on reasonable grounds for it being of a fixed term nature. Ref to s 66 of the Employment Relations Act 2000 and the Court's interpretation thereof. Where the board, principal and/or committee of the board is wanting to appoint to a position believed to be fixed-term, advice will be sought from NZSTA as to whether the appointment would meet the requirements for a genuine fixed-term, based on reasonable grounds.

#### [Procedures/supporting documentation](#)

Police vetting procedure

Safety checklist

Templates – staff recruitment checklist, application form, shortlisting matrix, interview matrix, reference checking matrix, letter of offer of appointment etc.

Storage of confidential information procedure/process

#### [Monitoring](#)

Ongoing monitoring and report will occur via the Principal's Report to the Board at the scheduled Board of Trustee meetings.

#### [Legislative compliance](#)

#### [Collective employment agreements](#)

#### [Employment Relations Act 2000](#)

#### [Education and Training Act 2020](#)

#### [Privacy Act 2020 \(takes effect 1 December 2020\)](#) - repeals and replaces the Privacy Act 1993

#### [Children's Act 2014](#)

#### [Public Sector Act 2020](#)

#### [Human Rights Act 1993](#)

Review schedule: Triennially

Reviewed: 30/03/21

Updated NZSTA Version: 30/03/21

## **4 & 5. Financial Planning and Condition (combined alternative) Policy**

### [Outcome statement](#)

The school is financially viable, manages risks effectively and resources are targeted to where they make the most difference to outcomes for students.

### [Scoping](#)

The board has overall responsibility for the financial management of the school. The principal is the day-to-day manager of the school and responsible for achieving legislative requirements and charter/strategic aims and targets within board policy objectives.

The financial viability of the school must be protected at all times, and every practicable effort is made to eliminate the risk of theft or fraud.

## Delegations

The principal, in association with the board's finance committee, is responsible for recommending an annual operating and capital budget to the board within the timelines specified in the finance committee terms of reference.

The board delegates the day-to-day management of the school's finances and budget to the principal.

The principal is required to ensure robust, clear procedures are in place to safeguard the integrity of financial management.

## Expectations and limitations

Budgeting shall not: fail to reflect the annual plan; risk financial jeopardy; nor fail to show a generally acceptable level of foresight. The budget should:

- Reflect the results sought by the board
- Reflect the priorities as established by the board
- Comply where the board's requirement is for a balanced budget
- Demonstrate an appropriate degree of conservatism in all estimates

The principal must ensure:

- Unauthorised debt or liability is not incurred
- Generally accepted accounting practices or principles are not violated
- Tagged/committed funds are not used for purposes other than those approved
- More funds than have been allocated in the fiscal year are not spent without prior board approval
- All money owed to the school is collected in a timely manner
- Timely payment to staff and other creditors is made
- Unauthorised property is not sold or purchased
- All relevant government returns are completed on time
- No one person has complete authority over the school's financial transactions
- When making any purchase:
  - of over \$950.00, comparative prices are sought
  - of over \$3,000.00, an adequate review of ongoing costs, value and reliability is undertaken
  - of over \$950.00, on a single item, board approval is first sought
- Effective systems are in place to meet the requirements of the payroll system

## Procedures/supporting documentation

Annual budget

## Monitoring

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

Review schedule: Triennially

Reviewed: 13/09/22

Updated NZSTA Version: 13/09/22

## **6. Asset Protection Policy**

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

1. all board assets are insured
2. not allow unauthorised personnel or groups to handle funds or school property
3. not subject plant and equipment to improper wear and tear or insufficient maintenance or inappropriate use
4. maintain an up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$1000.00. Lichfield School's asset register maintenance is delegated to Education Services Ltd a company specialising in education reporting. Education Services complies with all Financial Reporting Standards.
5. ensure the implementation of the 10 year property maintenance plan
6. engage sufficient property maintenance staff for the school within budget limitations
7. receive board approval for maintenance contracts over \$5000 for any one contract
8. conduct competitive tenders for all contracting
9. protect intellectual property, information and files from loss or significant damage or unauthorised access or duplication
10. not receive, process or disburse funds under controls that are insufficient to meet the board-appointed auditor's standards
11. not invest or hold operating capital in insecure accounts, or in non-interest bearing accounts except where necessary to facilitate ease in operational transactions

Review schedule: Annually

Reviewed: 20/02/24

Updated: 02/03/21

## **7. Protection and Sharing of Intellectual Property (creative commons)**

### Outcome statement

The board enables and encourages sharing and collaboration between teachers by recognising and removing legal barriers that exist to the sharing of learning resources and other materials created by school staff in the course of their employment.

### Scoping

The Copyright Act 1994, section 21(2) recognises the copyright ownership rights of school boards of works produced by their employees in the course of their employment.

By licensing its copyright, the board is giving permission in advance for others to copy and share learning resources developed by its employees and owned by the board.

### Delegations/responsibility

The board delegates to the principal the responsibility to:

- Apply by default a Creative Commons Attribution Licence to all teaching materials and policies in which the board owns copyright
- Transfer to the original creator the copyright in created works licensed by the school under a Creative Commons Attribution or Creative Commons Share-Alike licence
- Ensure that all staff are aware of the terms of this policy and how it relates to teaching resources they develop in the course of their employment at the school

### Limitations and expectations

The board:

- Does not make any claim over the ownership of copyright works produced by students – the copyright to these works remains with the creator
- Recognises that this policy only applies to copyright works and not to any other forms of intellectual property
- Recognises that the copyright in works produced by an employee other than in the course of their employment by the board remains the property of that employee – where this is unclear, the process for dispute resolution outlined below shall apply

## Resolution of disputed copyright ownership

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

1. In the first instance, the dispute should be documented and presented to the school principal
2. If the dispute is still not resolved, the documentation should be presented to the presiding member (chair) of the board
3. If the dispute is still not resolved following steps 1 and 2, mediation with an appropriate authority will be undertaken

Steps 1 and 2 should be replaced with the school's dispute resolution process, where appropriate.

## Definitions

**Creative Commons Aotearoa:** The New Zealand affiliate of an international non-profit movement that provides free open licences that copyright holders can use to share their work.

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

## Associated legislation

### [Copyright Act 1994](#)

### Monitoring

Any matters or risks in relation to this policy shall form part of the principal's report to every board meeting, taking care that individual students cannot be identified. The board shall monitor the protection and sharing of intellectual property in order to identify any risks or issues that require governance action.

Review schedule: Triennially

Reviewed: 08/11/22

Updated NZSTA Version: 08/11/22

## **8. Health and Safety Policy**

### Outcome statement

A safe and healthy workplace is maintained by providing the information, training and supervision needed to ensure the health and safety of all students, staff and other people in the workplace.

### Scoping

The board is responsible for ensuring health and safety procedures are developed and implemented. However, employees need to be aware of their responsibilities and comply with the board's health and safety policy and school procedures.

### Delegations

The board delegates to the principal as officer the responsibility to:

- develop and implement health and safety procedures
- ensure employees have the information and professional development they need in order to comply with policy and procedures.

### Expectations and limitations

The board will, as far as is reasonably practicable,<sup>1</sup> comply with the provisions of legislation dealing with health and safety in the workplace by:

- providing a safe physical and emotional learning environment
- ensuring a health and safety strategy/plan is in place and engagement and consultation on the strategy occurs with workers and the school community
- ensuring there are procedures in place regarding the sale, supply and consumption of alcohol and that these are aligned with the protection of students, staff and visitors to the school procedures and comply with the [Sale and Supply of Alcohol Act 2012](#)
- providing adequate facilities, including ensuring access and ensuring property and equipment is safe to use and

students and workers are not exposed to hazards

- ensuring there is an effective method in place for identifying, assessing and controlling hazards, which includes recording and investigating injuries and reporting serious harm incidents
- having a commitment to a culture of continuous improvement.

The principal, as officer, has responsibility for implementing this policy and therefore must:

- exercise due diligence in accordance with the provisions of the health and safety legislation and in particular the six due diligence obligations<sup>2</sup>
- take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions or practices
- ensure the staff code of conduct is implemented effectively
- ensure there is zero tolerance to unacceptable behaviour, such as bullying, and that there are effective processes in place
- provide a smoke-free environment
- ensure a risk analysis management system (RAMS) is in place and carried out
- seek approval for overnight stays/camps/visits attesting first to their compliance with above
- consult with the community every 2 years regarding the health programme being delivered to students
- provide information and training opportunities to employees
- advise the presiding board member (chair) of any emergency situations as soon as possible
- ensure all employees and other workers at the school will take reasonable care to:
  - o cooperate with school health and safety procedures
  - o comply with the health and safety legislation and duties of workers
  - o ensure their own safety at work
  - o promote and contribute to a safety-conscious culture at the school

1. **Reasonably practicable** means what is or was reasonably able to be done at a particular time to ensure health and safety, taking into account and weighing up all relevant matters.

2. These are to:

- know about work health and safety matters and keep up to date
- gain an understanding of the operations of the organisation and the hazards and risks generally associated with those operations
- ensure the person conducting a business or undertaking (PCBU) has appropriate resources and processes to eliminate or minimise those risks
- ensure the PCBU has appropriate processes for receiving information about incidents, hazards and risks and for responding to that information
- ensure there are processes for complying with any duty and that these are implemented
- verify that these resources and processes are in place and being used.

### Procedures/supporting documentation

Staff induction

Education outside the classroom (EOTC)

Risk Assessment Management System (RAMS)

Health and safety register

Hazard register

Hazard assessment register

Injury and incident reporting (procedure, checklist, board report, investigation form)

Emergency procedures, including for shut-down and evacuation

Administering medication

Accident management

Alcohol, smoking and drugs

Behaviour management – managing challenging behaviour and physical restraint (policy and procedures)  
Civil defence and crisis procedures  
Concerns and complaints  
Cyber safety  
First aid and infection (pandemic plan)  
Police vetting  
Protected disclosures  
Sexual harassment  
Sun smart (sun safety)

### Monitoring

Ongoing monitoring and report will occur via the Principal's Report to the Board at the scheduled Board of Trustee meetings.

### Legislative compliance

[Health and Safety at Work Act 2015](#)

[Children's Act 2014](#)

[Education and Training Act 2020](#)

Review schedule: Triennially

Reviewed: 22/06/21

Updated NZSTA Version: 22/06/21

## 9. Child Protection Policy

### Outcome statement

Students at this school thrive, belong and achieve to the best of their ability. The school is committed to the prevention of child abuse and neglect and to the protection of all children.

### Scoping

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

Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with Section 15 of the [Oranga Tamariki Act 1989](#), any person in our school/kura who believes that any child or young person has been or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the local Police.

### Delegations

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

### Expectations and limitations

The principal must:

- develop appropriate procedures to meet child safety requirements as required and appropriate to the school
- comply with relevant legislative requirements and responsibilities
- make this policy available on the school's internet site or available on request
- ensure that every contract or funding arrangement that the school enters into requires the adoption of child protection policies where required
- ensure the interests and protection of the child are paramount in all circumstances
- recognise the rights of family/whānau to participate in the decision making about their children
- ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and deal with disclosures by children and allegations against staff members and are able to take appropriate action in response
- support all staff to work in accordance with this policy to work with partner agencies and organisations to ensure child protection procedures are understood and implemented



- promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
- consult, discuss and share relevant information with the board or designated person in line with our commitment to confidentiality and information-sharing protocols in a timely way regarding any concerns about an individual child
- seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
- make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
- ensure that this policy forms part of the initial staff induction programme for each staff member.

#### Procedures/supporting documentation

- Appointments Policy
- Health and Safety Policy
- Computer and Other Digital Devices Acceptable Use Policy
- Dealing with Suspected Child Abuse or Sexualised Behaviour Procedure
- Student Safety and Welfare Procedure
- EOTC procedure
- Physical Restraint procedure
- Behaviour Management procedure
- Child Leaving Class or School procedure
- Attendance Procedure
- Staff induction

#### Monitoring

Ongoing monitoring and report will occur via the Principal's Report to the Board at the scheduled Board of Trustee meetings.

#### Legislative compliance

[Children's Act 2014](#)

[Oranga Tamariki Act 1989](#)

#### More information

[Oranga Tamariki Ministry for Children](#) – further information and sample child protection templates

Review schedule: Within 3 years

Reviewed: 30/03/21

Updated NZTSA Version: 30/03/21

## **10. Legal Responsibilities Policy**

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

Review schedule: Triennially

Reviewed: 22/06/21

## **11. Computer and Other Digital Devices Acceptable Use Policy**

#### Rationale

Lichfield School recognises that the Internet is a valuable education resource for staff and students. We believe that the use of the Internet at Lichfield School is a privilege and not a right. We believe that the Internet can be abused and that the Internet at Lichfield School will only be used under the following guidelines. The Lichfield School Board of Trustees has invested heavily in computer technology. This policy and the associated school procedures will provide appropriate circumstances and conditions for the use and care of both hardware and software.

#### Guidelines

##### Staff

1. All staff, whether part-time, full-time, teaching or non-teaching, are allowed access to computers and the Internet, in accordance with the following provisions;

All Internet use shall be for the purpose of:



- 1.1 Providing information for students or for teachers and/or support staff of students, such that they may have better understanding of subject matter.
- 1.2 For upskilling of staff through research, professional development and procurement of information via the Internet.
- 1.3 The use of e-mail for contact with other staff on school business or to request information to the benefit of the school.
- 1.4 The use of e-mail for personal contact and the exchange of e-mail.
2. The running of courses at regular intervals will facilitate competency and confidence in the use of computers and the Internet by staff.
3. Use of the Internet for personal use, is not permitted other than the exchange of e-mails and other school approved functions/activities such as school website, class and personal pages. Internet use using the World Wide Web (WWW) shall be for school purposes only.
4. No additional programs are to be loaded on any local drive or server, without prior approval of the principal.
5. Before pen-drives are used on any school computer, the user must run a virus check.

### Students

1. Students shall be able to use the Internet at Lichfield School under the following conditions:
  - 1.1 Under the direct or indirect supervision of a member of staff, where the member of staff is in the same room and able to sight the computer monitor, (screen), at all times.
  - 1.2 Students at Lichfield School are able to receive instruction in the use of Internet, including e-mail and World Wide Web access.
2. No additional programs are to be loaded on any local drive or server, without prior approval of the Principal.
3. Before pen-drives are used on any school computer, the user must run a virus check.

### Staff and Student Code of Conduct

#### E-mail

1. E-mail is provided for staff and students to make contact with others, in the interest of education.
2. The use of other Web Browser programmes, (not provided by the school), including Hot Mail, are not permitted to be used / accessed through school computers.
3. All e-mail will make use of customary greetings and salutations.
4. E-mail boxes for staff will be checked at least once every day and all incoming e-mail will be appropriately actioned, then filed or deleted.
5. E-mail for others is not to be read, filed, printed, interfered with or deleted by other user groups. (Note: The principal and computer administrator have access to all electronic communications for the purpose of monitoring and/or correction.)
6. Information sent via e-mail shall be constructive, informative or inquiring in the interest of both the sender and receiver.
7. Peers or staff will check spelling and grammar before students send any messages. Staff e-mails will adhere to appropriate literacy conventions.

#### Use of the Service / Facilities

1. No profanity, obscenities, or any other language that could be construed as such, is to be used in any e-mail messages or other means of electronic communications.
2. No private information is to be distributed to other parties at any time. This includes re-posting of information sent by another party.
3. The network is not to be used by any staff or student for purpose of legal gain, (including Internet Banking), or illegal activity.
4. Deliberate attempts to gain access to any site containing pornographic or religiously offensive material, will be dealt with by the principal who may inform the board of trustees chair as this type of activity is deemed to be a serious offence.
5. When searching on the Internet, should inappropriate material appear on the screen, the user or user group should immediately switch the monitor, (screen), off and advise the classroom teacher, who must report this occurrence to the principal. A member of the School Management Team will correct the situation. (Remember, 'key words' can have more than one meaning.) Should this circumstance arise with staff, the staff member concerned must report the matter immediately to the principal.

6. No offensive or derogatory communications may be transmitted by staff or students internal or externally. Staff may not bring the school, or those associated with the school, into disrepute by transmitting inappropriate electronic communications.
7. Downloading of material must be accompanied by the scanning for viruses at all times. Any deliberate attempt to spread viruses through the school's network will be considered a serious offence and the principal will take the appropriate action. Any attachments arriving from an unknown external source, must not be opened.
8. All copyright, privacy and International laws are to be abided by, at all times.
9. Any access to the school's wireless network (wifi) by persons other than Lichfield School staff or students, or those providing services related to the core business of the school (e.g. PLD providers, RTLB etc.). must be via the express permission of the principal.

#### Liability

1. Lichfield School is not, and cannot be held responsible for loss of material, accidental corruption or any other action that might affect transmission or loss of data.
2. Lichfield School has taken all reasonable precautions to maintain the safety of all users and these guidelines are written and enforced in the interest of all users and the effective use of computer technology and the Internet.

Review schedule: Annually

Reviewed: 28/05/24

Updated: 25/05/21 (No NZSTA Version Available)

## **12. Gifts Policy**

#### Rationale:

Staff are an important part of Lichfield School and their contributions are valued. We like to acknowledge the significant achievements and events of our team members. When staff resign it is the Board of Trustees policy to recognise their service to the school.

#### Guidelines

1. The Principal, as the chief executive of the school, acts for the Board of Trustees by approving purchase of any gifts for staff, parents, Board or other parties which are clearly linked to the business of the school
2. The Principal will advise the Board of Trustees of any gifts given, if requested by the Board.

#### Giving of Gifts

1. All gifts should be purchased through the School's normal purchase procedures
2. All purchases will be approved by the Finance Committee of the Board as part of their regular review of monthly finances
3. The cost of the gift should be reasonable and appropriately reflect the benefit received
4. Gifts or contribution to gifts for staff should also follow the Guidelines re Staff Gifts procedure

#### Receiving of Gifts

1. Gifts should not be accepted if there is concern that their acceptance could be seen by others as an inducement or a reward that might place the staff member under an obligation
2. If gifts received are small and of little value (under \$100) then the recipient may keep the gift.
3. If the gift is estimated to be worth more than \$100, or in the form of cash, then the recipients must advise the Board of the gift. The gift will be given to the school to use and hold for the specific purpose declared by the giver.
4. If the gift arises from an employee's role as an employee of the Board, then the gift remains the property of the Board. Receipt of the gift should be declared to the Principal

Review schedule: Triennially

Created and Adopted: 21/03/18

Reviewed: 30/03/21