

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

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

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

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

Signature:

## **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 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
11. The principal should be able to share their biggest concerns with the board.

Review schedule: Annually

## Board Roles & Responsibilities Policy

The board of trustees key areas of contribution are:

### Representation

### Leadership

### Accountability

### Employer Role

The board	Standard
<b>Leadership</b>	
1. Sets the strategic direction and long-term plans and monitors the board's progress against them	1.1 The board leads the Charter review process 1.2 The board sets the strategic aims and approves the annual plan and targets in line with MoE expectations 1.3 Regular board meetings include a report on progress towards achieving strategic aims 1.4 The Charter is the basis for all board decision making
2. Effectively hands over governance to new board/trustees at election time	2.1 New trustees provided with governance manual 2.2 New trustees fully briefed and able to participate following attendance at an orientation programme
<b>Accountability</b>	
3. Protects the special character of the school ( <i>integrated schools</i> )	3.1 Special character is obviously considered in all board decisions 3.2 Special character report is included at every board meeting as part of the principal's report
4. Monitors financial management of the school and approves the budget	4.1 Satisfactory performance of school against budget 4.2 Budget approved by the first meeting each year
5. Monitors and evaluates student progress and achievement	5.1 Reports at each regular board meeting from principal on progress against annual plan highlight risk/success 5.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities 5.3 Board review schedule covering curriculum and student progress and achievement reports are followed
6. Effectively manages risk	6.1 Attend board meetings having read board papers and reports and ready to discuss them 6.2 Board meetings have a quorum 6.3 Remain briefed on internal/external risk environments and take action where necessary 6.4 Identify 'trouble spots' in statements of audit and take action if necessary 6.5 Ensure that the principal reports on all potential and real risks when appropriate and take appropriate action

The board	Standard
7. Ensures compliance with legal requirements	<p>7.1 New members have read and understood: board induction pack; &amp; requirements of board members</p> <p>7.2 New and continuing members have kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary</p> <p>7.3 Accurate minutes of all board meetings, approved by board and signed by chair</p> <p>7.4 Individual staff/student matters are always discussed in public excluded session</p>
8. Oversees, conserves and enhances the resource base	8.1 Property/resources meet the needs of the student achievement aims
9. Attends board meetings and takes an active role as a trustee	<p>9.1 Attendance at 80% of meetings (min.)</p> <p>9.2 No unexplained absences at board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)</p> <p>9.3 Board papers read prior to attending board meetings</p>
10. Approves major policies and programme initiatives	10.1 Approved and minuted.
11. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	<p>11.1 The Treaty of Waitangi is obviously considered in board decisions</p> <p>11.2 The board is culturally responsive and inclusive</p>
<b>Employer</b>	
12. Approves and monitors personnel policy and procedures and acts as a good employer	12.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements
13. Appoints, assesses the performance of and supports the principal	13.1 Principal's performance management system in place & implemented
<b>Representation</b>	
14. Deals with disputes and conflicts referred to the board as per the school's concerns and complaints procedures	14.1 Successful resolution of any disputes and conflicts referred
15. Represents the school in a positive, professional manner	15.1 Code of behaviour adhered to
16. Effectively hands over governance to new board/trustees at election time	<p>16.1 New trustees provided with governance manual</p> <p>16.2 New trustees fully briefed and able to participate following attendance at an orientation programme</p>

## **Responsibilities of the Principal Policy**

The principal is responsible for overseeing the implementation of board policy including the Charter. Reference in documentation to the school, management and staff is to be read as “principal” for responsibility for implementation. From time to time the chairperson of the board acting within delegated authority may issue discretions in policies of the school, in minutes of the board, or by written delegation. The responsibilities of the principal are to:

1. Meet the requirements of the current job description
  2. Meet the requirements of the Principals’ Professional Standards
  3. Act as the educational leader and day to day manager of the school within the law and in line with board policies.
  4. Develop an annual plan that is aligned with the board’s strategic plan and meets both legislative requirements and any MoE expectations.
  5. Seek approval from the board each year for the annual plan so that MoE expected dates can be met..
  6. Implement the annual plan and give priority to the school’s annual targets.
  7. Use resources efficiently and effectively.
  8. Put good employer policies into effect and ensure that there are effective procedures/guidelines in place.
  9. Approve staff attestation for salary increments.
  10. Allocate pay units for management positions.
  11. Oversee staff appraisals and staff professional development.
  12. Hire, deploy and terminate relieving and auxiliary staff positions.
  13. Hire teaching staff as per the appointments policy.
  14. Preserve assets (financial and property).
  15. Communicate with the community on operational matters where appropriate.
  16. Limit public statements about the official position of the board on controversial social, political, and/or educational issues to what the board has formally adopted as positions of record.
  17. Keep the board informed of information important to its role.
  18. Report to the board on the compliance or lack of with their policies.
  19. Organise operations within the boundaries of prudence and ethics established in board policies on operations and the Charter
  20. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000.” [see STA Link 2001/01]
- Appoint, on behalf of the board, the Privacy Officer and EEO Officer.

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

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

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

Review schedule: Triennially