

# St. John's School



## Policy Framework

The following documentation outlines the Board's governance framework and is aligned with the School's Charter values. It supports a governance model that is hands off and strategic rather than hands on and operational.

Catholic Special Character Considerations have been taken into account when forming this framework.



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## **Introduction**

The Board of St. John's School ("the Board") is focused on the ongoing improvement of student progress and achievement. To ensure effective school performance, the Board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

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

### **Governance**

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.

Board policies are at a governance level and outline clear delegations to the Principal. The Board and Principal form the leadership team with the role of each documented and understood. The Principal reports to the Board as a whole with committees used sparingly and only when a need is identified to contribute to Board work.

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. The ongoing improvement of student progress and achievement is the Board's focus.

### **Management**

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.

In developing the above definitions for St. John's School, the Board was mindful of the following excerpts from the Education and Training Act 2020.

### **Education and Training Act 2020**

The Board's governance role and the Principal's management role are defined in section 125 and section 130 of the Education and Training Act 2020

#### **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.

### **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.

The school board is the governor of the school/kura.  
The principal is responsible for the management of the school/kura. The principal is a member of the board and acts as the board's educational leader and chief adviser.  
Governance and management work in partnership.

#### **Governance determines:**

**the what** - designing the future

**the ends** - the outcomes to be achieved

**policies** - statements of what is expected

#### **Management determines:**

**the how** - designing how to get there

**the means** - strategies to achieve the ends

**procedures** - steps to meet expectations

To carry out effective governance of the school the Board has developed the following policy framework.

## **Part 1**

## **The Charter**

**See St. John's School website** [www.sjmb.school.nz](http://www.sjmb.school.nz)

## Part 2

## Governance Policies

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).*

In developing the Board's roles and responsibilities policy, the Board has considered section 127 of Education and Training Act 2020 which sets out the objectives of school Boards, (as set out below).

### **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.

## 1. Board Roles and Responsibilities Policy

The Board	Standard
1. Protects the special Catholic character of St John's School	1.1 Special character is considered in all Board decisions
2. Fulfils the intent of te Tiriti o Waitangi, the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	2.1 The Board is culturally responsive and inclusive 2.2 The Board will take all reasonable steps to ensure that the policies and practices for its school reflect New Zealand's cultural diversity
3. Sets the strategic direction and long-term plans and monitors the Board's progress against them	3.1 The Board leads the Charter review process 3.2 The Board sets the strategic goals and approves the annual plan and targets in line with MoE expectations 3.3 Regular Board meetings include a report on progress towards achieving strategic aims 3.4 The Charter is the basis for all Board decision making and actions
4. Abides by the Board's governance and operational policies and processes / procedures	4.1 Members provided with governance and policy framework document 4.2 Members are familiar with and ensure compliance with all Board policies
5. Monitors financial management of the school and approves the budget	5.1 Satisfactory performance of school against budget 5.2 Budget approved at the first meeting each year
6. Monitors and evaluates student progress and achievement	6.1 Reports from Principal are received on progress against annual plan highlight risk/success 6.2 Meet targets in annual plan, implement curriculum policy and satisfactory performance of curriculum education priorities
7. Effectively manages risk	7.1 Attend Board meetings having read Board papers and reports, and be ready to discuss them 7.2 Board meetings have a quorum 7.3 Remain briefed on internal/external risk environments and act where necessary 7.4 Identify 'trouble spots' in statements of audit and act if necessary 7.5 Ensure that the Principal reports on all potential and real risks when appropriate and take appropriate action
8. Ensures compliance with legal requirements	8.1 New Members have read and understood the Board induction pack and the requirements of Board members 8.2 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 8.3 Accurate minutes of all Board meetings, approved by Board and signed by the Presiding Member 8.4 Individual staff/student matters are always discussed In public excluded session



9. Attends Board meetings and takes an active role as a Member	9.1 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education and Training Act 2020, Schedule 23, clause 12 9.2 Board papers read prior to attending Board meetings
10. Approves major policies and programme initiatives	10.1 Approved and minuted.
11. Approves and monitors personnel policy and procedures and acts as a good employer	11.1 Become and remain familiar with employment conditions of school, staff employment agreements and award arrangements
12. Appoints, assesses the performance of and supports the Principal	12.1 Principal's performance management system in place & implemented
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
14. Represents the school in a positive, professional manner	14.1 Acts within Code of Conduct
15. Oversees, conserves, and enhances the resource base	15.1 Property/resources meet the needs of the student achievement aims
16. Effectively hands over governance to new Board / Members at election time	16.1 New Members provided with governance manual 16.2 New Members fully briefed and able to participate following attendance at an orientation programme

## **2. St John's School Board Code of Conduct Policy**

### **Rationale**

The Board is committed to ethical conduct in all areas of its responsibility and authority. The Board will conduct itself within the values of the school vision "Together, we excel, we celebrate, we live our faith in Christ".

### **Purpose**

1. To ensure that the school is well governed and within the National Education Guidelines and National Administration Goals.
2. To ensure that the individual Board members conduct themselves according to the Code of Conduct.

### **Guidelines**

Members shall always:

1. Understand and uphold the values and vision of the school.
2. Keep the students and their achievement at the centre of all our decision making.
3. Be loyal to the organisation and its mission.
4. Speak positively with one voice outside the Board.
5. Trust the integrity of the principal, staff and fellow Board members.
6. Observe the confidentiality of non-public information acquired in their roles as Members.
7. Continually self-monitor their individual performance as Members against policies and against any other current Board evaluation tools.
8. Be available to undertake professional development.
9. Recognise that only the Presiding Member, or delegate, can speak for the Board.
10. Ensure that they do not act independently of the Board's decisions.
11. Recognise the lack of authority in any individual Member or subgroup of the Board in any interaction with the Principal or staff.
12. Do not disclose to any other persons any information that might be harmful to the school.

Members shall also:

13. Be diligent and fully prepared to participate in all decision making.
14. Be open to and respect all points of view.
15. Allow diverse opinions to be heard through asking clarifying questions and robust debate.
16. Speak to the issue not the person.
17. Ensure that any disagreements with the Board's stance are resolved within the Board.
18. Contribute and speak out constructively in a positive, clear and concise way.
19. Respectfully wait for others to finish and be mindful of manners.
20. Work as a team and celebrate success.

### **3. Conflict of Interest Policy**

The standard of behaviour expected at St. John's 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.

#### **Introduction**

School communities and the general public expect that schools be governed conscientiously and competently, use public funds and assets responsibly and meet public sector expectations for management of conflicts of interest.

Boards are a focal point for communities and as such their decision-making process must be objective and transparent and be free of potential claims of bias or preferential treatment.

The Board will establish a Conflicts Register for voluntary disclosure by members. This will safeguard the Board, Members, and employees against allegations of bias or actual bias in relation to decisions, including commercial transactions, and against any associated misuse of public monies. This register will be tabled and reviewed at the beginning of each year and mid-way through the year.

Guidance on how to identify and manage conflicts of interest of Board Members is included below.

#### **Legal Status of Conflicts**

Section 15 of the Education (School Boards) Regulations 2020 states that:

#### **15 Attendance at meetings**

(1) A board member who has a pecuniary interest in any matter or any interest that may reasonably be regarded as likely to influence a board member in carrying out their duties and responsibilities as a member must be excluded from a meeting of the board while it discusses, considers, considers anything relating to, or decides the matter.

(2) A board member who is a member of the board staff must be excluded from a meeting of the board while it discusses, considers, considers anything relating to, or decides any matter relating to—

(a) the board member's employment by the board; or

(b) the course of action to be taken after the hearing of a complaint against the board member (being a complaint against the board member in their capacity as a member of the board staff).

(3) A board member who is a student enrolled at the school or institution must be excluded from any meeting of the board while it discusses, considers, considers anything relating to, or decides any matter relating to the board member as an individual student.

(4) However, a board member may attend a meeting referred to in subclause (1), (2), or (3) to give evidence, make submissions, or answer questions.

#### **Definition**

A conflict of interest arises where a prospective or existing Member has an interest which conflicts (or might conflict or might be perceived to conflict) with the interests of the Board itself. The key question to ask when considering when an interest might create a conflict is:

"Does the interest create an incentive for the Member to act in a way which may not be in the best interests of the school?"

If the answer is "yes", a conflict of interest exists. The existence of the incentive or a perception of bias is sufficient to create a conflict. Whether or not the individual concerned would actually act on the incentive is irrelevant.

Conflicts of interest should be viewed within an ethical context of "good faith, honesty and impartiality".

- **Good Faith:** Members of the Board have an obligation to always act in good faith and in the best interests of the school.
- **Honesty:** Members of the Board have an obligation to always act honestly in relation to all matters concerning the school.
- **Impartiality:** Members of the Board must always observe the principles of fairness and impartiality, or access to information, or anything similar.

## **Perception**

A conflict of interest may be more perceived than actual. All aspects of school governance and management must be fair and ethical and must be very clearly seen to be so.

Within the school, Members should consider whether there is a reasonable risk that an outside observer would think that the personal interest of a Board Member would cause them to act in a way that conflicted with their duty to act in the best interests of the school.

Labelling a situation as a "conflict of interest" does not mean that corruption or some other abuse of public office has in fact occurred. Usually, there is no suggestion that the person concerned has actually taken advantage of the situation for their personal benefit, or that the person has been influenced by improper personal motives or acted improperly due to pressure by a third party. But a perception of the possibility for improper conduct - no matter how unfair to the individual - can be detrimental to the image of the school. Impartiality and transparency in administration are essential to maintaining the integrity of the school's operations.

## **Types of conflicts of interest**

A conflict of interest may take several forms. It may be financial or non-financial. It may be direct or indirect. It may be professional, or family related. A conflict of interest may arise from:

- family relationships
- existing professional or personal relationships
- directorships or other employment
- interests in business enterprises or professional practices
- share ownership
- beneficial interests in trusts
- professional associations or relationships with other organisations, including appointing bodies
- personal associations with other groups or organisations

- decisions taken which may have a benefit to the decision-maker
- Members will need to assess the risk of a conflict of interest on a case-by-case basis, but there are some situations that can be highlighted, including:
- Involvement in meetings where decisions relating to close relatives (e.g., students or staff) are being discussed;
- Attendance at meetings by the principal or staff Member where any matter relating to their own employment is being discussed;
- Where a Member has a child at school where any matter specifically relating to their child is being specifically considered at the meeting;
- Where an appointed Member is faced with an issue and the interests of the school diverge from the outside interests of the Member's appointing body (e.g. the appointing body profits from managing home stay accommodation for international students).

### **Seriousness of Conflicts**

Having established the existence of a conflict of interest, the next consideration is the seriousness of the conflict.

- A conflict may be manageable:
  - The Board Member is able and willing to disassociate themselves from the conflicting interest or sever the connection which is causing the conflict; or
  - The conflict is so minor or so remote that it provides no real incentive to act against the best interests of the school (i.e. no real interest exists).
- A conflict is unmanageable where:
  - The Board Member is unable or unwilling to disassociate themselves from the conflicting interest or sever that connection which is causing the conflict; and
  - The value or the significance of the conflict is such that it provides a real incentive to act against the best interests of the school.

Where the conflict is unmanageable the Member will have no choice but to exclude themselves from all Board discussions and decisions on the relevant topic.

In some cases, the conflict may be so pervasive or material that the Member is unable to discharge their duties at all and therefore should resign from the School Board.

Not all potential conflicts of interest will be clear-cut in terms of how serious they are and how (or if) they can be managed. In considering these issues, those involved should consider the nature and extent of the conflict and any relevant legislative provisions.

An important rule of thumb for Members to use is 'if in doubt, opt out!' When there is any doubt about whether a conflict of interest exists, or whether an outside observer could reasonably perceive that such a conflict exists, it is safer for both the Board and the Member if the Member declares the interest and excludes themselves while the Board discusses the matter.

This is particularly important when a Member feels passionately about an issue - if he or she declares their interest and excludes themselves from the Board there can be no subsequent allegations that the Board's decision making was tainted.

Where there is perceived conflict of interest of a Member from the Board, the Board may propose the formation of a working group to deal with a particular issue to remove the conflict of interest.

#### **4. Presiding Member's Role Policy**

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

##### **The Presiding Member:**

1. Welcomes new Members, ensures that the conflict-of-interest disclosure is made, and the Code of Conduct is understood and signed, and leads new Member induction.
2. Assists Board Members' understanding of their role, responsibilities and accountability including the need to comply with the St John's Board Code of Conduct Policy.
3. Leads the Board Members and develops them as a cohesive and effective team.
4. Keeps in mind and promotes the Catholicity and the particular charism of the school.
5. Develops personal understanding of the significance of the Catholicity within Catholic Schooling, and the nature of the Religious Education and evangelising functions of the school.
6. Works with Proprietor's Appointees to ensure appropriate linkage with the Principal in relation to Special Character review and development.
7. Ensures that the work of the Board is completed.
8. Ensures that they always act within Board policy and delegations and do not act independently of the Board.
9. Sets the Board's agenda and ensures that all Board Members have the required information for informed discussion of the agenda items.
10. Ensures that the meeting agenda content is only about those issues which according to Board policy clearly belong to the Board to decide.
11. Effectively organises and presides over Board meetings ensuring that such meetings are conducted in accordance with the Education and Training Act 2020, Education (School Boards) Regulations 2020, the relevant sections of the Local Government Official Information and Meetings Act 1987 and any relevant Board policies.
12. Ensures interactive participation by all Board Members.
13. Represents the Board to external parties as an official spokesperson for the school except for those matters where this has been delegated to another person/s.
14. Is responsible for promoting effective communication between the Board and wider community including communicating appropriate Board decisions.
15. Establishes and maintains a productive working relationship with the Principal.
16. Ensures that the Principal's performance agreement and appraisal are completed on an annual basis.
17. Ensures that concerns and complaints are dealt with according to the school's concerns and complaints procedures.
18. Ensures that any potential or real risk to the school or its name is communicated to the Board. This includes any concern or complaint.

## 5. Staff Member Role Description Policy

The Staff Member fulfils legislative requirements relating to the Board composition. The role of the Staff Member is to bring a staff perspective to Board decisions. As a Member the Staff Member 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 Members.

The Staff Member like all other Members must operate within the Board's Role & Responsibilities Policy.

Staff Member	Standard
1. The Staff Member is first and foremost a Member and must always act in the best interests of the students at the school.	1.1 The Staff Member is not a staff advocate 1.2 The Staff Member does not bring staff concerns to the Board.
2. It is not expected that the Staff Member act as a union delegate	2.1 The Staff Member does not bring staff issues to the Board 2.2 The Staff Member does not sit on staff discipline committees as a matter of right.

## 6. Proprietor's Appointees Role Description Policy

1. Participate fully in Board activities, contributing to discussion and making decisions in the best interests of the school.
2. Ensure the school remains a Catholic School, working closely with the Principal and other Board Members.
3. Ensure that the school fulfils its primary purposes of giving a Catholic Education to Catholic children and young people.
4. Assist in preserving the Catholic Character by being aware of relevant policies of the Proprietor, and by acquiring knowledge and expertise in the areas which influence Catholic Character, in particular staff appointments, staff relationships, school programmes and student enrolments.
5. Support the Religious Education programme and the Director of Religious Education [DRS].
6. Ensure the Catholic community's property is kept in good order.
7. Report to the Proprietor in writing annually. See 2020 Handbook for School Boards of New Zealand Catholic State-Integrated Schools [2020 Edition Published by New Zealand Catholic Education Office Te Tari Mātauranga Katorika o Aotearoa] or any newly published equivalent. This report is normally a joint report by all the Proprietor's Appointees. A copy of the report is shown to the Principal and presented to the Board.
8. Report promptly to the Proprietor about issues that are the concern of the Proprietor. These include issues relating to the Proprietor's legal responsibility for Catholic Character and for property.
9. Liaise with the Proprietor, particularly if anything of a serious nature emerges or happens in the school, which could cause the school's effectiveness or reputation to be jeopardised.



10. Be conscious of the close relationship that needs to exist between the school and the parish Church community, and assist in fostering that relationship.
11. If resigning from the position of Proprietor's Appointee, inform the Presiding Member of the Board and the Proprietor.

See 2020 Handbook for School Boards of New Zealand Catholic State-Integrated Schools [2020 Edition Published by New Zealand Catholic Education Office Te Tari Mātauranga Katorika o Aotearoa] or any newly published equivalent.

## **7. 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 Conduct should be read alongside this policy.

1. This relationship is based on mutual respect, trust, integrity and ability.
2. The relationship must be professional.
3. The Principal reports to the Board as a whole rather than to individual Members.
4. Day to day relationships between the Board and the Principal are delegated to the Presiding Member.
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.

## **8. Principal's Performance Appraisal Policy**

The Principal's performance is appraised on an annual basis. It will promote high quality educational opportunities for the students of the school and sound leadership and management skills.

It will aim to give the Principal the opportunity to grow and develop both personally and professionally and through this to advance the goals of the school.

- The Principal's performance will be formally appraised on an annual basis by an external appraiser agreed upon by the Board and the Principal or his/her nominee. A nominee may be an independent consultant who specialises in education and is able to review the effectiveness of the education provided.
- The result will be a written report of the Principal's performance on an annual basis, identifying any training/professional development needs for the Principal to focus on.
- The criteria for appraisal will be the objectives set in the Principal's Job Description and performance agreement. These will set out the objectives of the Principal's position including the relevant professional standards, and the process and criteria by which the Principal's performance is assessed for that year.
- The appraiser may seek feedback on the Principal's performance from staff, parents, or any other person/s who are in the position of providing feedback on how the Principal has performed.
- The appraiser will report back formally each year to the Presiding Member who will then report to the Board by a summary report on the result of the appraisal. This will be discussed in committee with the Principal absent, although the Principal may then be invited in.
- The performance agreement and results of the appraisal are confidential to the Principal and the Board unless both parties agree to wider distribution.

### Disputes Procedures

If a matter for dispute arises during the Appraisal the following procedures will be followed:

1. The Appraiser and the Principal will meet and endeavour to reach agreement.
2. If agreement cannot be reached the Appraiser will record in writing his/her view of the matter and recommendation. The Principal will sign this and sign it. The Principal has the option of attaching to it their objections.
3. If the dispute is between the Principal and the Board in the course of the Principal's Appraisal, then the Board may seek the advice of a mediator from outside of the school community.
4. In the event of a dispute the principles of natural justice will apply.

## **9. The Relationship between the Presiding Member and the Principal Policy**

The Presiding Member is the leader of the Board and works on behalf of the Board on a day-to-day basis with the Principal.

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

1. The Board's agreed governance and management definitions
2. The Board's Roles & Responsibilities Policy
3. The Responsibilities of the Principal Policy
4. The Presiding Member's Role Policy
5. The Members' Code of Conduct Policy

Relationship principles:

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

## **10. 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. Meetings are based on a prepared agenda. The agenda preparation is the responsibility of the Presiding Member. The community will be notified of monthly meetings through the newsletter.
2. Meetings are held with the expectation that Members have prepared for them and will always participate in all discussions within the principles of acceptable behaviour.
3. Decisions by the Board are fully recorded.
4. The Board has 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 1987. This may be referred to as “in-committee.”
  - 4a In-Committee Minutes remain confidential.
  - 4b The motion to exclude the public must include the general topic area to be discussed and the reasons, relating to the Official Information Act 1982 (OIA).
  - 4c Motions recorded in-committee can stay within the “public excluded” minutes.
  - 4d The Board reserve the right to include any member of the public during in-committee meetings due to their expertise which would assist the matter to be discussed.

## 11. Meeting Procedure

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

### BOARD MEETINGS

#### General

- Meetings open and close with prayer and decisions made reflect the Special Catholic Character of the School.
- Meetings are generally held on the last Thursday of each month during the school year.
- The quorum shall be more than half the members of the Board currently holding office.
- Only apologies received from those who cannot be present must be recorded. Members 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 Member must request leave from the Board at a Board meeting and the Board must make a decision.
- The Presiding Member shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.
- The Presiding Member may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- Any Members with a conflict or pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate. (*Refer Conflict of Interest Policy*)
- Only Members have automatic speaking rights.
- The Board delegates [and minutes] powers under section 9 of the Education and Training Act 2020 to any appointed committee.
- The Board delegates [and minutes] authority to the Deputy Principal in the times of absence of the Principal.
- The amount the Presiding Member and other Board members are paid for attendance at Board meetings is set by the Board. Currently the Presiding Member receives \$75 per Board meeting and Board members receive \$55 per Board meeting. There is no payment for committee or working party meetings.
- Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Members and \$825 for the Presiding Member.
- Board minutes will be taken by a non-Member paid on a commercial basis on contract.

#### Time of meetings

- Regular meetings commence at 6.30pm and conclude by 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.

#### Special meetings

- A special meeting may be called by delivery of notice to the Presiding Member signed by at least one third of Members currently holding office.

#### Exclusion of the public

- The meeting may, by resolution, exclude the public (going into committee) and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act 1987 unless specifically asked to stay. The wording to be used in the motion to exclude the public is found in Schedule 2A of that Act. Excluding the public is most often used to ensure privacy of individuals or financially sensitive issues.

#### Public participation

- The Board meeting is a meeting held in public rather than a public meeting.
- Public participation is at the discretion of the Presiding Member.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting. (*See Public Attending Board Meetings Procedure Policy*)

#### Motions/amendments

- 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

#### Tabling documents

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

#### Correspondence

- 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 Members can read it if required.

#### Termination of debate

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

#### Lying on the table

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

#### Points of order

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

#### Suspension of meeting procedures

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

#### Agenda

- Agenda items are to be notified to the Presiding Member seven days prior to the meeting
- Late items will only be accepted with the approval of the Board and in rare circumstances where a decision is urgent
- The order of the Agenda may be varied by resolution at the meeting.
- All matters requiring a decision of the Board are to be agended as separate meeting items.
- All items in the agenda that have been discussed by a committee are to carry a recommended course of action and where appropriate supplemented by supporting material in the agended documentation.
- Papers requiring reading and consideration will not normally be accepted if tabled at the meeting.
- Papers and reports are to be sent to the Board five working days before the meeting

#### Minutes

- The Principal is to ensure that secretarial services are provided to the Board.
- The minutes are to clearly show resolutions and action points and who is to complete the action.
- A draft set of minutes is to be completed and sent to the Presiding Member for approval before being distributed to Members.



## **12. Public Attending Board Meetings Procedure**

The public are welcome to attend St. John's School Board Meetings. When they do, they should be made aware of the following:

Welcome to the St. John's School Board meeting. We welcome public presence at our meetings and hope that you enjoy your time observing our Board meeting.

In order that you understand the rules that apply to members of the public attending our meetings please read the following:

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 nine minutes per interest group.
5. No more than three 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 Presiding Member believes that any of these have occurred or the speaker has gone over time they will be asked to finish.

Please note: Members of the public include staff and parents of the school who are not Members of the Board.

### **13. Board Review of Governance**

#### **Board Induction**

The Board is committed to ensuring continuity of business and a smooth transition when new Members join the Board. Therefore,

1. New Members will receive a welcome letter and their governance folder on their joining the Board which includes:
  - The suggested date of the induction.
  - The date of the next Board meeting.
  - Presiding Member and Principal contact details.
2. New Members will be issued with a governance manual containing copies of the school's:
  - Charter – including the strategic and annual/operational plans.
  - Policies.
  - The current budget.
  - The last ERO report.
  - The last annual report.
  - Any other relevant material.
3. The Presiding Member or delegate will meet with new Board members to explain Board policy and other material in the governance manual.
4. The Principal and Presiding Member 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.
6. New Board members are to be advised of the professional development that is available from NZSTA and other relevant providers.

#### **Members Review**

Members will participate in the review of Board governance policies as per the triennial review schedule.

#### **Board Review**

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

- The annual report.
- The triennial review programme.
- The ERO report.
- Any other means deemed appropriate by the Board.

## **Governance Processes / Procedures**

### **1. Committee Principles**

The Board may set up committees/working parties to assist the Board carry out its responsibilities and ensure due process is followed (e.g. staff appointments, finance, property, disciplinary).

### **Education and Training Act 2020**

- gives the Board the authority to delegate any of its powers to a special committee except the power to borrow money.

The Board must document in the Board minutes the precise powers that are delegated to an individual committee. In addition the same delegation motion must name who has delegated authority. For example, the committee can:

- a) Investigate and report their findings to the Board.
- b) Investigate and make any recommendations based on those findings to the Board.
- c) Investigate, come to conclusions based on what they have discovered and have the power to act upon those conclusions then report to the Board what they did.

Board committees:

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

The following committees are currently established:

Property and Finance Committee

## **2. Disciplinary Committee Terms of Reference**

### **Purpose**

To ensure that all processes relating to the exclusion of students adhere to the requirements of Education and Training Act 2020 and Ministry of Education Guidelines.

### **Committee Members**

All members of the Board excluding the Principal. The Presiding Member of the committee is the Board Presiding Member or in the Presiding Member's absence, will be determined by the committee. The quorum for the committee shall be 5 Members.

### **Delegated Authority**

That the powers conferred on the Board under the Education and Training Act 2020 be delegated to the Disciplinary Committee of the School Board. The committee will:

- Act in fairness, without bias or prejudice and with confidentiality.
- Act within legislation and the Ministry of Education guidelines.
- Act only on written and agreed information, not verbal hearsay.
- Use processes of natural justice in discipline hearing procedures.

The Board will be kept informed by the Principal of stand-downs, suspensions and exclusions.

### **3. Property and Finance Committee Terms of Reference**

#### **Responsibility of the Board**

The School Board has overall responsibility for the financial and property management of the school but delegates the day-to-day management of these and their budget to the Principal.

The Property and Finance Committee as a committee of the Board is responsible for providing guidance to the Principal and Board for property and financial matters.

#### **Delegated Authority**

The Property and Finance committee is responsible to the Board for:

1. Recommending, in association with the Principal, an annual operating and capital budget.
2. Monitoring and reporting on the annual budget.
3. Reviewing the monthly accounts and reporting on these at the monthly meetings.
4. Recommending changes to financial policy.
5. Overseeing the preparation of the annual accounts for Board approval.
6. Preparing special reports for consideration by the Board.
7. Annually reviewing the school's risk management needs and insurance cover.
8. Assessing and making recommendations to the Board on requests for spending on individual items outside of budget.
9. Co-ordinating school development including Capital Works, long term maintenance, property occupancy and other programmes directly related to property.
10. Support the Principal in the property management of the school.

#### **Compliance Reporting**

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.

#### 4. St. John's School Delegations List

<b>Date of Minuted Delegation</b>	<b>Personnel Delegations can be to a person or a committee. Committees must have a minimum of 2 persons, at least one of whom must be a Board Member.</b>	<b>Delegated Authority See individual Committee Terms of Reference in the Board's Governance Manual</b>	<b>Term of Delegation Note: Delegation ceases at the date below, by earlier resolution of the Board, or, if no date, is ongoing</b>
	<b>Disciplinary Committee</b> All current members bar the Principal	That the Disciplinary Committee members aforementioned are delegated authority to implement the Board's Disciplinary Committee Terms of Reference, as outlined in the Board's Governance Manual.	
	<b>Property and Finance Committee</b>	That the Property and Finance Committee members aforementioned are delegated authority to implement the Board's Property and Finance Committee Terms of Reference, as outlined in the Board's Governance Manual.	
	<b>Deputy Principal</b>	That the Board directs, except where the Board at its discretion otherwise determines, that the Deputy Principal, or Teacher delegated to act as Principal in the absence of the Principal from duty for periods not exceeding 2 weeks and for the full period or period of such absence, perform all the duties and powers of the Principal.	

## 5. Complaints Process

### Rationale

From time to time a complaint may be received about a member of staff. This complaint may come from a parent, fellow staff member, a pupil or a member of the public.

### Purposes

Procedures are required to ensure such complaints are dealt with fairly, with due seriousness, with uniformity and to avoid undue stress.

All staff members have the right to know of a complaint being made against them and the right to respond to that complaint before any judgement has been made or action taken.

The proper place for complaints against staff is with the Principal. If there is a conflict of interest, the Principal will refer the matter to the Board Presiding Member. If there is a complaint against the Principal the proper place for it to be laid is with the Board Presiding Member.

### Guidelines

***(The following guidelines have been developed in conjunction with the relevant sections of the Employment Contracts covering staff at St. John's.)***

1. Anyone making a complaint will be requested to give it in writing with a copy for the Principal and staff member concerned.
2. (a) Where the complainant refuses to put the complaint in writing, the Principal will record, in writing, the salient points and every attempt will be made to get this signed by the person making the complaint.  
  
(b) Where the complainant does not want to be identified due to perceived risk of negative repercussions for themselves and/or a child, the name of the complainant will not be revealed but the matter will still be followed up.
3. A copy is to be given to the staff member and an explanation sought. The time frame for the staff members response should be determined by the Principal and be relevant to the matters causing concern. The staff member is to be advised that they may bring someone by way of personal support during discussions.
4. Such complaints will be investigated by the Principal, with a report going to the staff member. A copy of the complaint and the Principal's response will be kept on the staff member's personal file along with a record of the staff member's response. Changes in the staff member's behaviour or practices may be suggested at this stage.
5. Where appropriate the Principal will follow up complaints with further discussion after an appropriate passage of time to discuss perceived developments.
6. In the case of any staff discipline, the provisions of the relevant collective or individual contract will be followed. Every attempt will be made by the Principal and the School Board to resolve any issues involving staff, informally, prior to their becoming major issues requiring 'discipline'. In the event of disciplinary action being required the procedure as outlined in the appropriate award will be followed.

7. The party considering the complaint will acknowledge the complaint and undertake to investigate it. Once investigated a reply will be made available to the complainant informing them of the outcome or including a recommendation for action. Confidential aspects of any outcome or action will not be divulged to the person making the complaint or to any other inappropriate person(s).
8. **Protected Disclosures**  
If on reasonable grounds, a person believes they have information that a serious wrongdoing is occurring (or may occur) within the school and the person wishes to disclose that information so it can be investigated, the person can make a protected disclosure to the principal or chairperson. To consider making a protected disclosure refer to the following Procedures.

## **PROTECTED DISCLOSURES ACT 2000 PROCEDURES**

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

1. If on reasonable grounds you believe you have information that a serious wrongdoing is occurring (or may occur) within the school and you wish to disclose that information so it can be investigated you can make a protected disclosure to the principal.
2. This can be done verbally or in writing. You should identify that the disclosure is being made under the *Protected Disclosures Act (Guidelines for the Handling of Complaints Against Staff Members or Guidelines for the Handling of Staff Differences and/or Concerns)* and is following the Board procedure, provide detail of the complaint (disclosure), and who the complaint is against.
3. If you believe that the principal is involved in the wrongdoing, or has an association with the person committing the wrongdoing that would make it inappropriate to disclose to them, then you can make the disclosure to the chairperson of the Board.
4. It is then up to the person you disclose to, to decide if the disclosure constitutes a serious wrongdoing, and that the allegations need investigating. They can decide:
  - (a) To investigate the disclosure themselves
  - (b) To forward the disclosure to the Board or a committee of the Board to investigate
  - (c) Whether it needs to be passed on to an **appropriate authority**. If it goes to an appropriate authority they will advise you that they are now investigating the complaint.
5. If you believe that both the principal and the chairperson of the Board may be a party to the wrongdoing or in close relationship with the person/s involved in the wrongdoing you can approach an external “appropriate authority” direct yourself.



### **Who is an “appropriate authority”?**

6. As noted above, in some circumstances the disclosure could be made to an appropriate authority by yourself or the person to whom you have made the disclosure. An appropriate authority is defined in the Act as including:
  - (a)
    - (i) the Commissioner of Police:
    - (ii) the Controller and Auditor-General:
    - (iii) the Director of the Serious Fraud Office:
    - (iv) the Inspector-General of Intelligence and Security:
    - (v) an Ombudsman:
    - (vi) the Parliamentary Commissioner for the Environment:
    - (vii) the Police Complaints Authority:
    - (viii) the Solicitor-General:
    - (ix) the State Services Commissioner:
    - (x) the Health and Disability Commissioner; and
  - (b) Includes the head of every public sector organisation, whether or not mentioned in paragraph (a).
7. Clause (b) can mean that in certain circumstances the appropriate authority could be the Secretary for Education of the Ministry of Education or the Chief Review Officer of the Education Review Office (ERO).

### **Why can't I just go to the appropriate authority myself?**

8. There are three circumstances when you can go directly to the appropriate authority:
  - (a) When you believe that the head of the organisation is also a party to the wrongdoing or has an association with the person which would make it inappropriate for them to investigate.
  - (b) If the matter needs urgent attention or there are other exceptional circumstances.
  - (c) If after 20 working days there has been no action or recommended action on the matter to which the disclosure related.Otherwise you need to go through the internal processes.

### **What happens if even the appropriate authority does nothing?**

9. You could then make the disclosure to the Ombudsman [unless they were the authority you have already disclosed to] or a Minister of the Crown.
10. The Act does not protect you if you disclose information to the media or a member of parliament other than a Minister of the Crown in the circumstances referred to above.

### **Where can I find out more information?**

11. If you notify the Office of the Ombudsman verbally or in writing, that you have disclosed or are considering a disclosure under this Act, they must provide information and guidance on a number of matters including those discussed here and the protections and remedies available under the Human Rights Act 1993 if the disclosure leads to victimisation.
12. A copy of the Act can be found on the internet at <https://www.legislation.govt.nz/>

Search: Protected Disclosures Act 2000

# BOARD WORK PLAN 2022

## GOVERNANCE PROCESSES/PROCEDURES APPENDIX 1

SCHOOL TERMS 2022:			
TERM 1	3 FEBRUARY to 14 APRIL		
TERM 2	2 MAY to 8 JULY		
TERM 3	25 JULY to 30 SEPTEMBER		
TERM 4	17 OCTOBER to xx DECEMBER		
WAITANGI DAY 7 <sup>TH</sup> FEB OBSERVED EASTER 15 <sup>TH</sup> APRIL FRIDAY HOLIDAY QUEEN'S BIRTHDAY 6 <sup>TH</sup> JUNE HOLIDAY MATARIKI 24 <sup>TH</sup> JUNE HOLIDAY LABOUR DAY 24 <sup>TH</sup> OCTOBER BOARD CYCLE: Y1 2022 Y2 2023 Y3 2024			
Term 1	<ul style="list-style-type: none"> <li>2021 Board Presiding Member continues in role to Election 2022</li> <li>Code of Conduct confirmed</li> <li>Confirmation of Charter sent to <u>MOF</u> Annual Plan Report 2021 website updated</li> <li>Revise annual Budget for approval</li> <li>BOT Work Plan confirmed</li> <li>Review Conflict of Interest and Delegation register</li> <li>Organisational Policy Review [2022 Y1]</li> <li>Plan for Year Strategic Review [2022]</li> <li>Catholic Character External Review discussion [2022]</li> <li>Appoint Returning Officer Board Election 2022</li> <li>ERO Review 2022 [pending]</li> </ul>	24/2	BOT Suc [2024] Yr 3
Term 2	<ul style="list-style-type: none"> <li>Progress Annual Plan Report Term 1</li> <li>Strategic Plan Community Consultation [2022]</li> </ul>	5/05	COL 1 <sup>st</sup> Report update Review Conflict of Interest and Delegation Register
Term 3	<ul style="list-style-type: none"> <li>Progress Annual Plan Report Term 2</li> <li>Matters raised in Financial Audit</li> <li>July 1<sup>st</sup> Roll return</li> <li>Reporting student progress</li> </ul>	28/7	Renew Conflict of Interest/Delegation Register Budget forecast presented to the BOT Preparation of Special Catholic Character Review External
Term 4	<ul style="list-style-type: none"> <li>Review of risk management needs and insurances presented to <u>BOI</u> prior to renewal on 01/12 (Catholic Schools)</li> <li>Review of risk management needs and insurances presented to <u>BOI</u> prior to renewal on 01/12 (Catholic Schools)</li> <li>Special Character discussion in preparation for <u>Bishop's Appointees</u> Report [annual]</li> <li>IT Report</li> <li>COL updated Report</li> <li>Curriculum</li> <li>Year 6 Camp RAMS 2023</li> <li>Draft Strategic Plan Discussion [2022]</li> </ul>	27/10	School closes End of Year Mass Board Christmas Dinner Board Staff Christmas Morning Tea Year 6 Graduation Dinner

## **Part 3**

## **Operational Policies**

### **1. Special Character Policy**

St John's School will provide a faith enriched education within a supportive Catholic environment.

St John's children will understand that FAITH/Whakapono is evident through our actions.  
They will:

1. Grow in the knowledge of their Faith/Whakapono, including Biblical knowledge, the traditions and rituals of the Church and School and continue to develop their prayer life.
2. Demonstrate our school values in their social responses and actions.
3. Strengthen their sense of belonging/turangawaewae within their family, school, Parish and wider community.

### **Guidelines**

1. The Special Character of the School will be reflected in its programmes, policies and practices.
2. The school values will be reflected in the daily life of the School.
3. Prayer will be an important aspect in the expression of Catholic Character.
4. The Parish / School partnership will be promoted as essential in sustaining the Special Character of the School.
5. The National Religious Education Programme will form the basic course of Religious Education at the School.
6. Professional Development will support the School's Special Character.

Through its Catholic life, the school will foster in its children a love of God, of one another and of the world around them.

## **2. Enrolment Policy**

### **Background**

Under the Education and Training Act 2020 St. John's School has a maximum roll of 337 pupils at primary level, from New Entrants to Year 6.

The School can accept up to a maximum of 15 non-preference children if places are available after all preference children are accepted.

This Enrolment Policy is set in place to manage the School and to maintain a balance of class level numbers.

### **Guidelines**

1. Parents must have a Preference of Enrolment card signed by their Parish Priest or Ethnic Chaplain in order to obtain preference of enrolment.
2. Applications for New Entrant enrolment for each school year will close at the end of August of the previous year. Confirmation of enrolment will be made by the end of Term 3.
3. New Entrant Children applying for enrolment after the school roll has been finalised for the forthcoming year will not be considered until the following year, unless vacancies still exist on the roll after all previous applications have been accepted.
4. Non New Entrants on the Waiting List will remain on the Waiting List, if parents so wish, until a vacancy occurs.
5. Priority of enrolment of New Entrant preference children will be given after taking into consideration the following:
  - 1) To those whose brothers and/or sisters have already been enrolled.
  - 2 To those whose parents have an active association with a Catholic Parish.
  - 3) Date of reception of application.
  - 4) Any other pertinent facts.
6. Non New Entrant Children on a Waiting List for a particular year will be accepted for enrolment at the discretion of the Principal.
7. This Enrolment Policy applies to all children. In the case of children with special needs, if the school determines after an assessment of the child's needs, conducted in consultation with the child's parents, that those needs cannot be catered for by the school, it reserves the right to refer the application to the Ministry in terms of the Education and Training Act 2020. [updated 1.9.2020].

**Conclusion** The Board of Members reserves the right to amend or abandon this policy at any time. Any such change will be notified.

### **3. Community Partnership Policy**

Children's learning will be enhanced by effective partnerships between the school, the home, the Parish and the wider community.

These partnerships will develop the School's Special Character, its aspirations and operations through:

- The skills, energy and time of parents and people within the wider community.
- Effective communication.
- A warm, welcoming school atmosphere acknowledging the interdependence of home, school, parish and wider community.

#### **4. Te Tiriti o Waitangi Treaty of Waitangi Policy**

St John's School will honour the Te Tiriti o Waitangi Treaty of Waitangi by valuing and reflecting New Zealand's bicultural heritage and by supporting the Diocesan commitment to a bicultural church in a multicultural society.

Our school's Catholic Character will be enriched through commitment to the intent of this policy.

We will:

1. Develop an understanding of, and respect for, the values and culture of each partner to the Treaty.
2. Reflect in our school practices our commitment to biculturalism.
3. Provide opportunities for the children to understand key concepts of Māori culture and spirituality.

#### **Guidelines**

1. We will seek to understand Māori perspectives of our faith included in the Religious Education programme.
2. We will:
  - Recognise the importance of whānau, hapū, iwi.
  - Respect and develop our tūrangawaewae.
  - Respect Te Reo and māoritanga.
  - Respect tikanga Māori.
  - Respect tapu of every child and commit to hohou rongo.
  - Respect the mana of each student by providing opportunities to enhance each person's mana.
3. Our delivery of the Curriculum, school Policies and Procedures will reflect our commitment to the Treaty and our bicultural heritage.
4. Cultural exchanges and visits will be encouraged to enhance and reinforce the goals of this policy.
5. We will develop relationships with local iwi and hapū (tribe and clan personnel) to guide and nurture the school in embracing biculturalism.

#### **GLOSSARY**

- iwi – tribe
- hapu – biological family group
- whanau – extended family group
- tūrangawaewae – school, environment, place to stand
- Te Reo – Māori language
- Māoritanga – customs
- Tikanga Māori – inclusive methods of decision making
- tapu – sacredness, dignity and worth
- Hohou rongo – peacemaking
- Mana – personal inner strength and power

## 5. Responsibilities of the Principal Policy

### The Principal

The Principal is the professional leader of the school and works in partnership with the Board of Members. As the Board's Chief Executive, the Principal shall not cause or allow any practice, activity or decision that is unethical, unlawful, and imprudent or which violates the Board's Charter or expressed values or commonly held professional ethic.

The Principal's key contribution is **day-to-day management** of the school as per the management definition in the introduction to this governance manual.

### Responsibilities

Throughout the policy documentation where it states school management and staff, it is to be read as 'Principal' for implementation. The Presiding Member of the Board, as minuted by the Board and acting within delegated authority, may issue discretions in the implementation of policies. 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* (p 52).
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.
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]
21. 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 presiding members, 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 there are 'no-surprises'.

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



## **6. 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) has (have) occurred and the Board judges the degree and seriousness of the concern or violation(s) to warrant initiating a disciplinary process, the Board shall seek free advice in the first instance from an NZSTA industrial adviser and follow due process.

## **7. Principal Professional Expenses Policy**

A plan for professional development will be established annually in line with the Strategic Plan and Appraisal goals and be included in the Budget. Spending within budget occurs at the discretion of the Principal except in the case of overseas professional development which must be approved by the Board Presiding Member prior to the event.

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

## 8. Reporting to the Board Policy

The Principal will report to the Board as a whole and keep the Board informed of the true and accurate position of the school [curriculum; teaching and learning; financial and all matters having real or potential legal considerations and/or risk for our school]. Thus the Board is supported in its strategic decision-making and risk management. Therefore, the Principal will:

1. Inform the Board of significant trends, implications of Board decisions and issues arising from policy matters.
2. Submit written reports covering the following management areas at each Board meeting:
  - Principal's management report including:
    - i. Progress against Annual Plan
    - ii. Personnel Report (when required)
    - iii. Finance Report
    - iv. Variance Report (annually)
    - v. Key Performance Indicators
  - The coordination and approval of the following reports:
    - i. Student Progress and Achievement Report
    - ii. Curriculum Reportand,
  - General school matters and activities.
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. Inform the Board when, for any reason, there is non-compliance of a Board policy.
8. Recommend changes in Board policies when the need for them becomes known.
9. Highlight areas of possible bad publicity or community dis-satisfaction.
10. Regularly report on the implementation of the annual plan and progress towards meeting student achievement targets.
11. Report on any matter requested by the Board and within the specified timeframe.

## **9. Curriculum Delivery Policy**

Delivery of the curriculum shall foster student progress and achievement and meet all legislative requirements and Ministry and Board expectations. Therefore the Principal will:

1. Provide opportunities for success for all students in all essential learning areas and skill areas of the New Zealand Curriculum as well as the New Zealand Catholic Primary School Religious Education Curriculum.
2. Give priority to student achievement in literacy and numeracy.
3. Give priority to regular quality physical activity that develops movement skills for all students (especially in years 1-6).
4. Report on progress and achievement of all students including information in relation to National Standards as per the Board's three year work plan and agreed reporting formats.
5. Identify students at risk of not achieving as well as those gifted and talented students and implement teaching and learning strategies to address needs.
6. Ensure there is a focus on the national priority groups of Māori, Pasifika and students with special learning needs in school planning and reporting.
7. Consult with the school's Māori community about the policies/plans for improving the achievement of Māori students.
8. Seek Board approval before changes to the school curriculum requiring increased expenditure or significant changes to programmes or staffing are made.
9. Monitor achievement of the Charter aims and targets.
10. Consult with the community every two years regarding the health programme being delivered to students.

## 10. Personnel Policy

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

1. Ensure that employees are not discriminated against.
2. When assessing employee performance use job-related criteria, individual performance or qualifications.
3. Ensure all employees their rights to personal dignity, safety and access to an approved and fair internal grievance process.
4. Ensure that all required staff are registered or have a current Limited Authority to Teach.
5. Provide for all staff an employment agreement.
6. Provide a suitable professional development programme which takes into consideration the requirements of the strategic and annual plans.
7. Carry out annual performance appraisals.
8. Comply with the requirements of the Collective Agreements and relevant legislation listed below.
9. Take reasonable steps to protect staff from unsafe or unhealthy working conditions as meets the requirements of the Health and Safety in Employment Act 1992.
10. Provide Protected Disclosure protection.

- The Vulnerable Children Act 2014
- The Privacy Act 2020
- The Education and Training Act 2020
- The Employment Relations Act 2000
- The Public Service Act 2020
- The Human Rights Act 1993
- Oranga Tamariki Act 1989

## 11. Appointments Policy

When determining which applicant is best suited to a job vacancy, the Board/Principal must:

1. Comply with the requirements of the Collective Agreements and relevant legislation as outlined below.
  2. Observe all legal requirements when advertising for and appointing staff.
  3. Appoint teaching and non-teaching staff who will reflect the Catholic Character of St. John's School.
  4. The Principal will appoint all Scale A teachers and Support Staff and inform the Board accordingly.
  5. The position of the Principal will be an appointment made by the Board.
  6. The Board will delegate members to convene an appointments group for Senior Leadership Team positions, the DRS and the Principal.
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- The Vulnerable Children Act 2014
  - The Privacy Act 2020
  - The Education and Training Act 2020
  - The Employment Relations Act 2000
  - The Public Service Act 2020
  - The Human Rights Act 1993
  - Oranga Tamariki Act 1989

## **12. Financial Planning Policy**

The Board has overall responsibility for the financial management of the school and delegates the day-to-day management of the school's finances and budgets to the Principal. The Principal, in association with the Property and Finance Committee, is responsible for recommending an annual operating and capital budget to the Board within the timelines specified in the Property and Finance Committee terms of reference, along with the proposed school fees required to fund those budgets.

Budgeting will reflect the annual plan, its Special Catholic Character, not risk financial stability of the school and show a reasonable level of foresight.

Thus the budget will:

1. Reflect the results sought by the Board.
2. Reflect the priorities as established by the Board.
3. Support any capital projects authorised by the Board.
4. Comply with the Board's requirement of a balanced budget.
5. Ensure adequate working capital.
6. Identify all assumptions used.

In addition, the budget will reflect current accounting reporting standards so that it can be appropriately presented in the financial statements of the Annual Report.

### **13. Financial Condition Policy**

The financial viability of the school must be protected at all times. Therefore, the Principal will ensure that:

1. All debt is authorised.
2. Generally accepted accounting practices or principles are met.
3. Tagged funds are only used for approved purposes.
4. Funds spent are within amounts allocated in the fiscal year except where prior Board approval is given for more.
5. All money owed to the school is collected in a timely manner.
6. Timely payments are made to staff and other creditors.
7. All relevant government returns are completed on time.

### **THEFT / FRAUD**

The St. John's School Board accepts it has a responsibility to protect the physical and financial resources of St. John's School. The Board understands that the possibility of theft or fraud cannot be entirely eliminated. The Principal is therefore required to show there are in place safeguards and robust, clear procedures to minimise the risk of either event.

Therefore the Principal and the Board will ensure that:

1. There are no sales or purchases of unauthorised property
2. No one person has complete authority over the school's financial transactions
3. Any purchase is within the Internal Approval Levels Procedure



#### **14. Asset Protection Policy**

The St. John's Board is responsible for overseeing the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets to provide a clean, safe, tidy and hygienic work and learning environment for students, staff and visitors. Within this responsibility assets must be protected, adequately maintained and not placed under unnecessary risk. Accordingly, the Principal will ensure that:

1. Assets are appropriately insured.
2. Only authorised personnel or groups handle funds or school property.
3. Plant and equipment are not subject to improper wear and tear or insufficient maintenance or inappropriate use.
4. Maintain assets in order to comply with the Health and Safety at Work Act 2015.
5. An up to date asset register for all items of furnishing, plant machinery, equipment, text and library books costing more than \$500.00 is maintained.
6. Building and Physical Asset Management Plan is maintained.
7. Open and timely communication with the Catholic Schools Office regarding their property and maintenance requirements.
8. Sufficient property maintenance staff for the school within budget limitations are engaged.
9. Board approval for maintenance contracts outside of budget is received.
10. Competitive tenders for all contracting is conducted.
11. Intellectual property, information and files is protected from loss or significant damage or unauthorised access or duplication.
12. Controls for the receipt, processing and disbursements of funds are sufficient to meet the Board-appointed auditor's standards.
13. Operating capital is invested or held in insecure accounts, and in interest bearing accounts except where necessary to facilitate ease in operational transactions.

## **15. Health & Safety Policy**

All persons operating in or visiting the school shall have a safe physical and emotional environment.

Therefore, the Principal will:

1. Take all reasonable steps to protect students, staff and visitors to the school from unsafe or unhealthy conditions.
2. Comply with the provisions of the Health and Safety In Employment Act 2015.
3. Comply with all statutory obligations and provisions outlined in the Vulnerable Children's Act [2014] and Oranga Tamariki Act [1989].
4. Advise the Board Presiding Member of any situations of significant risk to students, staff or visitors as soon as possible.

## **16. Child Protection Policy**

The Children's Act 2014 requires St John's School to have a Child Protection Policy (CPP) that contains provisions on the identification and reporting of child abuse and neglect (s14).

The Children's Act (s18) requires our policy to:

- contain, at a minimum, how we identify and report child abuse and neglect.
- be available to download from our website or be available on the school premises if requested.
- ensure that any independent person who contracts to or enters into a funding arrangement with the Board to provide children's services, to also adopt and review a children protection policy.
- be reviewed within 3 years of its most recent review.

### ***Purpose***

St John's School considers child abuse unacceptable in all circumstances and always aims to provide the safest possible environment for children. As a school we are well placed to contribute to the protection of all children in our care. We have a responsibility to ensure that our staff can identify the signs of possible abuse or neglect and are able to take appropriate action. The most effective way to safeguard children is to have a comprehensive and effective policy, with robust practices and guidelines.

This Child Protection Policy confirms the commitment of St John's School to the protection of children and encourages a culture of child protection that always safeguards and promotes the wellbeing of children. The purpose of this policy is to provide St John's School with practices and guidelines by which to identify and respond appropriately to concerns of abuse and neglect, and to understand the school's role in keeping children safe.

The decisions and actions of St John's School in response to any child protection concern will be guided by the principle of the welfare and best interest of the child. All services provided by St John's School for the safety and wellbeing of children adhere to our Special Catholic Character and the principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.

### ***Scope***

This policy applies to all employees, contractors and volunteers working for St John's School.

### ***Guiding Principles***

1. Children attending St John's School have a right to feel safe and comfortable in this care and environment.
2. St John's School makes the safety and wellbeing of children our primary concern, with the child at the centre of all decision-making when responding to suspected abuse or neglect.
3. St John's School promotes a culture where staff feel confident to challenge poor practice and raise issues of concern.
4. St John's School will ensure that staff are aware of the Child Protection Policy and accompanying procedures and/or guidelines.
5. We recognise the importance of the family/whānau and their right to participate in decision-making about their children unless this may result in an increased risk to the child.
6. All staff at St John's School know we can report suspected child abuse and neglect to Oranga Tamariki – Ministry of Children or the Police. The statutory responsibility to investigate allegations of child abuse rests with Oranga Tamariki and the NZ Police.
7. No member of St John's School, including staff, the School Board or the Principal, are permitted or mandated to investigate allegations of abuse.

8. Any person who believes that a child has been or is likely to be harmed, ill-treated, abused, (whether physically, sexually or psychologically), neglected or deprived, or who has concerns about the wellbeing of a child, may report the matter to Oranga Tamariki or to the NZ Police (s15 Oranga Tamariki Act 1989)

### **Policy review**

Under the Children's Act 2014 we are required to review this Child Protection Policy every three years.

The review will be undertaken by the School Board and will cover an assessment of the implementation and operation of the Child Protection Policy, including:

- the views of staff about the accessibility, relevance and usefulness of the policy.
- whether any serious incidents have occurred, and how effective the policy was at responding to them
- to what extent the policy needs updating to reflect lessons learnt or changes to legislation or best practice.

### **Definition of terms**

For the purposes of this policy the following definitions apply:

**“Child/ren”** means a person who is under the age of 18 years (s15 Children's Act 2014).

**“Child Abuse”** can involve ongoing, repeated or persistent abuse, or may arise from a single incident. Child Abuse may take many forms, but it can be categorised into four different types:

- i. Physical harm, including excessive discipline
- ii. Sexual Abuse
- iii. Psychological Abuse (including (Family) Violence)
- iv. Neglect, ill treatment or deprivation

**“Children's worker”** means a person who works in or provides a regulated service and whose work may include regular or overnight contact with a child and takes place without a parent or guardian of the child being present. (s23 Children's Act 2014)

**“Designated Person for Child Protection”** is a person within the workplace who is responsible for the safeguarding of children. This person is responsible for ensuring that child protection is a key focus within St John's School, both at a strategic level and on a day-to-day basis. At St John's School the designated person is the principal.

**“Family Violence”** means violence inflicted against a person with whom someone is or has been in a family relationship.

Violence means all or any of the following: physical abuse, sexual abuse, psychological abuse. Violence includes a pattern of behaviour that is made up of a number of acts and may be coercive or controlling and / or cause harm or cumulative harm to the person (victim). (s9 Family Violence Act 2018)

A single act may amount to abuse. A number of acts that form a pattern of behaviour even if viewed in isolation may appear to be minor or trivial, may amount to abuse. (S10 Family Violence Act 2018)

**“Psychological Abuse”** includes threats of physical abuse, of sexual abuse or of abuse of any kind including:

- i. Intimidation or harassment (including watching, loitering near or preventing or hindering access to / from a person’s place of residence or educational institution or any other place that the person visits often OR following the person or stopping or accosting the person in any place OR if a person is present on or in any land or building, entering or remaining on or in that land or building in circumstances that constitute a trespass)
- ii. Damage to property
- iii. Ill treatment of household pets or animals whose welfare may affect a person’s wellbeing
- iv. Financial or economic abuse
- v. The withdrawal of care to a person, or removal of access to any aid or device

A person psychologically abuses a child if he / she causes or allows a child to see or hear the physical, sexual or psychological abuse of a person with whom the child has a family relationship or puts or allows the child to be put at real risk of seeing or hearing that abuse occurring. (S11 Family Violence Act 2018– psychological abuse)

**“Neglect:”** is characterised as the persistent failure to meet a child’s basic physical and/or psychological need (s195 Crimes Act 1961). This can include, but is not limited to;

- i. Physical neglect – such as not providing the necessities of life such as adequate clothing or shelter etc
- ii. Emotional neglect – such as not providing comfort care and love
- iii. Neglectful supervision – such as leaving a child without someone safe to look after them
- iv. Medical neglect – such as not taking care of health needs
- v. Educational neglect – such as allowing truancy, failure to enrol in education or inattention to education needs

**“Physical Abuse”** is a non-accidental act that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

**“Sexual Abuse”** is an act or acts that result in the sexual exploitation of a child, whether consensual or not. Sexual abuse can be committed by a relative, a trusted friend, an associate, or someone unknown to the child. Sexual abuse includes situations where the adult seeks to have the child touch them for a sexual purpose, or where they involve the child in pornographic activities or prostitution.

**“Staff”** means any person working at St John’s School and includes but is not limited to teaching and non-teaching staff, those staff, paid or voluntary, employed directly by St John’s School, the St John’s School Board, as well as those professionals contracted or invited to provide services to children in the care of St John’s School.

## **Roles and Responsibilities of Staff**

1. St John's School recognises that all staff have a full and active part to play in protecting children at St John's School from harm.
2. St John's School is responsible for ensuring that all staff understand and adhere to this policy and have undertaken the appropriate child protection training.
3. It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators of neglect, potential or actual abuse and to report the Principal any concerns, suspicions, or allegations of suspected abuse immediately and ensure that the concern is taken seriously.
4. Each member of staff must:
  - be aware of, and alert to, potential indicators of abuse or neglect
  - record a factual account of any concerns they have, or that are brought to their attention
  - appropriately seek advice and support from their Designated Person for Child Protection who will then contact external agencies if appropriate
  - work in co-operation with the parents and caregivers, unless this compromises the safety of the child.
5. The statutory responsibility to investigate allegations of child abuse rests with Oranga Tamariki or the NZ Police. No member of St John's School, including staff, the School Board, the Principal, and the Designated Person for Child Protection, are permitted or mandated to investigate allegations of abuse.

## **Role of the Principal**

The overall responsibility for the implementation of this policy rests with the Principal of St John's School.

A Designated Person for Child Protection is responsible for ensuring that child protection is a key focus within St John's School and that appropriate protocols, procedures, and training are in place.

**The Designated Person for Child Protection for St John's School is the Principal.**

The Role of the Principal is to:

- ensure that the needs and rights of children come first - the safety and wellbeing of each child is the paramount consideration in all circumstances.
- receive information that suggests potential or actual risk of harm to a child who attends St John's School, irrespective of whether the alleged abuse is current, past or likely to occur. The Principal will advise and support staff and, on the basis of the initial detail, will make a decision as to whether or not further action is required.
- ensure that all allegations are managed appropriately.
- ensure that there is no investigation without appropriate consultation and a decision whether a response from Oranga Tamariki or the Police is required.
- ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Oranga Tamariki or the Police. These records will be kept separate from student's records for the purpose of confidentiality.
- establish a close link with the relevant local agencies to ensure clear and effective communication and be a recognised contact within St John's School for agencies to contact regarding concerns.
- make any referrals to the Social Worker in School or Oranga Tamariki or the NZ Police as appropriate.
- work closely and effectively with the Social Worker in School, ensuring information is appropriately shared to effectively safeguard the child.
- ensure that allegations or complaints against staff are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).

- ensure that all staff are aware of, and have access to, full copies of the procedures for reporting child abuse.
- ensure that all staff are recruited and employed in accordance with the guidelines identified in the Employment Policy to identify those people safe to work with children.
- ensure that all staff receive child protection training.
- ensure that all staff are supported appropriately when dealing with child protection concerns.
- maintain a current awareness of the children identified on the Risk Register, and regularly highlight these children to the appropriate staff.
- ensure that all children's workers are safety checked in accordance with s31 and s32 of the Children's Act 2014, within the previous three years. (s21 Children's Act 2014)

### **Role of the School Board**

The role of the School Board is to:

- ensure that the needs and rights of children come first as the safety and wellbeing of each child is the paramount consideration in all circumstances.
- support the Principal and the Designated Person for Child Protection to ensure that all allegations are managed appropriately.
- ensure that no investigation occurs without appropriate consultation and a decision whether a response from Oranga Tamariki or the Police is required.
- support the Principal to ensure that allegations or complaints against staff are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).
- inform the Principal immediately should any member of the School Board be aware of a concern for the wellbeing and safety of a child who attends St John's School.

The Presiding Member of the School Board will be directly informed of any allegations of abuse against the Principal.

## 17. Minimising Physical Restraint Policy

St John's School promotes a schoolwide culture of wellbeing to ensure the school is a physically and emotionally safe place for all students and staff. This includes understanding, recognising, and safely responding to student distress, and minimising the use of physical restraint.

We are required to have a policy on reducing ākonga distress and the use of physical restraint.

The physical restraint rules set out in this policy comply with the **Education (Physical Restraint) Rules** and the framework for physical restraint set out by the Education and Training Act 2020 (s. 101).

This physical restraint policy also aligns with **Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint**, which provides a practical approach for recognising and understanding student distress, providing acceptable physical contact, and minimising the use of physical restraint in schools. This includes eliminating unjustified physical restraint.

All services provided by St John's School for the safety and wellbeing of children adhere to our Special Catholic Character and the principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi.

This policy aligns with physical restraint rules and guidelines, but this information does not equate to the training required to safely use physical restraint. The only people who can use physical restraint at St John's School are teachers and authorised staff (i.e. non-teaching staff that the school has authorised to use physical restraint) who have the relevant training. This training includes the mandatory online learning module (which must be completed by 7 February 2024) and physical holds training.

### GUIDING PRINCIPLES

1. In line with Aramai He Tētēkura, teachers and authorised staff will complete mandatory online modules to understand the physical restraint guidelines and take further approved training modules in identifying stress triggers, understanding unmet needs, and preventing, minimising, and responding to student distress (Rule 12).
2. St John's School does not allow seclusion or unsafe physical restraint in response to student distress.
  - i. Seclusion is prohibited under the Education and Training Act 2020 (s. 98) and is defined in Aramai He Tētēkura as putting a student alone in a room or space against their will, which they cannot (or think they cannot) leave.
  - ii. We do not use unsafe physical restraint techniques under any circumstances. Unsafe physical restraint techniques include:
    - a. restraint that restricts breathing or communicating, including speaking and sign language
    - b. face-down restraint
    - c. immobilising through pressure points and pain holds
    - d. actions such as tackling, sitting, lying on, or kneeling on a person
    - e. headlocks or putting pressure on the chest or neck
    - f. bending joints backwards.



3. Teachers and authorised staff members may only use physical restraint if all three of these conditions are met, and only as a last resort.
  - i. If physical restraint is necessary to prevent imminent harm, including significant emotional distress to a student or another person.
  - ii. If the teacher or authorised staff member reasonably believes there is no other option available in the circumstances for preventing harm.
  - iii. If the physical restraint is reasonable and proportionate in the circumstances. This means only applying as much force as is necessary, and for the minimum amount of time necessary.
4. St John's School complies with the following requirements, as set out by the Education (Physical Restraint) Rules.
  - i. St John's School manages all complaints, including those regarding physical restraint, through our Guidelines for the Handling of Complaints Policy. Where necessary, we will follow up complaints with the Teaching Council of Aotearoa New Zealand, in accordance with their conduct and competence processes (Rule 4).
  - ii. Under the Education and Training Act 2020, teachers, including relief teachers and people with a Limited Authority to Teach (LAT), are automatically authorised to use physical restraint. Other staff members, such as teacher aides, must be authorised by the Board (Rule 5).
  - iii. This policy will be available to the school community, and we will provide the names and positions of any staff members who are authorised to use physical restraint, if requested (Rule 6).
  - iv. St John's School requires informed consent from parents/caregivers and whānau if physical restraint is included in a support plan (Rule 8).
  - v. After a situation involving physical restraint, parents, the Board and the Ministry of Education will be notified as required (Rules 9 and 11).
  - vi. St John's School monitors our use of physical restraint, and complies with record keeping requirements (Rules 7, 10 and 11).

## DEFINITION OF TERMS

For the purposes of this policy the following definitions apply:

**“Physical restraint”** in the context of this policy, means to use physical force to prevent, restrict, or subdue the movement of a student (or any part of their body) against their will.

**“Seclusion”** is putting a student alone in a room or space against their will, which they cannot (or think they cannot) leave.

**“Unsafe physical restraint techniques”** include:

- a. restraint that restricts breathing or communicating, including speaking and sign language
- b. face-down restraint
- c. immobilising through pressure points and pain holds
- d. actions such as tackling, sitting, lying on, or kneeling on a person
- e. headlocks or putting pressure on the chest or neck
- f. bending joints backwards.

## **PROCEDURES**

### **Authorising non-teacher staff members**

1. The Board may authorise a staff member who is not a teacher to use physical restraint after they have completed physical restraint training as set out by Rule 12.
2. The Board makes any authorisation as specified above in writing.
3. The staff member receives a copy of the authorisation.
4. The Board may revoke an authorisation at any time in writing.

### **Individual support plans**

We have support plans in place for specific students to prevent distress and de-escalate crisis situations. See Policy for Reducing Student Distress for information about creating individual support plans.

We ensure we have support plans for students who meet any of the following criteria:

- the student is highly likely to be involved in a situation where physical restraint may be used.
- the student has been physical restrained more than once in a term.
- a support plan is requested for a student by their parents/caregivers.

We do not include physical restraint in a support plan unless all other possible strategies have been explored. St John's School requires informed consent from parents/caregivers and whānau if physical restraint is included in a support plan (Rule 8).

We monitor the frequency of physical restraint with the intention to minimise and, where possible, eliminate its use. The school notifies the Ministry of Education if physical restraint is part of a support plan.

### **Notifying the use of physical restraint**

After a situation involving physical restraint, we notify the following parties (Rule 9):

- Staff inform the principal (or their delegate) as soon as possible in order to support students, other staff, and anyone affected by the situation.
- The school notifies parents/caregivers as soon as possible after physical restraint has been used (at minimum before the student is returned to their care). Parents/Caregivers are provided with a reasonable opportunity to actively participate in a debrief about the incident, including how it was managed with regard to the guidelines, within three working days of the incident (or later by mutual agreement).
- The School notifies the Ministry of Education through the online incident reporting form or our student management system. We keep a secure copy of the notification, in line with the Privacy Act 2020 and the Official Information Act 1982.
- The Principal reports the use of physical restraint and analysis of physical restraint trends to the Board.

If the Principal considers that use of physical restraint was unjustified, they are responsible for following up with the board and subsequent reporting to the Teaching Council of Aotearoa New Zealand.

### **Recording and monitoring physical restraint**

St John's School monitors our use of physical restraint and complies with record keeping requirements. We keep written records of every instance of physical restraint of a student. We keep records for a minimum of 10 years from the date of last action (Rule 7).

We take reasonable steps to ensure that any student who has been physically restrained and any staff member who has used physical restraint has their physical and psychological wellbeing monitored, so that appropriate support can be provided if there are adverse effects from the use of physical restraint.

We check for trends by monitoring and analysing records, particularly the increased use of physical restraint. If the trend shows increased use, we consider how to minimise use of restraint (Rule 10).

### **Reporting physical restraint**

We report every incident of physical restraint to the Ministry of Education using their online form, through our student management system, or by completing the **Information for the Ministry of Education and for School Board Reporting** and emailing this to the Ministry of Education.

Every staff member who uses physical restraint completes a staff physical restraint incident report. We keep a copy of the form in the student file and provide a copy to parents/caregivers of the student (Rule 11).

### **Staff training and support**

The Board is responsible for ensuring (Rule 12):

- from 7 February 2024, teachers and authorised staff members have completed the online learning module about the physical restraint guidelines (Aramai He Tētēkura)
- from 7 February 2025, teachers and authorised staff members are supported and trained in identifying stress triggers, understanding unmet needs, and preventing, minimising, and responding to student distress
- teachers with a high likelihood of needing to use physical restraint are trained in appropriate physical holds by accredited physical restraint practitioners
- every authorised staff member (who is not a teacher) has been trained in appropriate physical holds by accredited physical restraint practitioners before their authorisation.

The Principal will assure the Board that all procedures relating to physical restraint have been followed, and that all requirements to notify, monitor, and report have been met.

The Principal will confirm that any non-teaching staff have been authorised in writing, and that staff authorised to apply restraint have received appropriate training and support.

## 18. Reducing Student Distress Policy

St John's School is committed to the physical and emotional safety of every student, as required by the Education and Training Act 2020. We recognise that school and classroom environments can contribute to student distress, and we seek to respond in helpful and safe ways. We use proactive, mana-enhancing teaching and learning practices that support participation, belonging, and wellbeing for all students.

### GUIDING PRINCIPLES

1. St John's School follows **Aramai He Tētēkura: A guide to understanding distress and minimising the use of physical restraint**, which provides a practical approach to recognising and responding to student distress, as well as restoring a healthy learning environment after a challenging situation.
2. The approach to student distress within these guidelines is defined by **mātaitia**, **atawhaitia**, and **whakawhenuatia** – to recognise, respond, and restore.
3. **Mātaitia | Recognise** - We work with students and their parents/caregivers and whānau to recognise signs that a student is becoming overwhelmed or struggling and find ways of responding that are helpful and appropriate to the student.
4. **Individual support plans** - St John's School uses support plans for students as needed to maintain safe and inclusive learning environments that respect the mana of all students. We use support plans to describe and understand triggers for individual students that may result in them experiencing distress. We ensure any plan is appropriate to the student and their parents/caregivers and whānau.
5. **Atawhaitia | Respond** - In situations where it appears a student is overwhelmed or not coping, we maintain awareness of our own response, and take a calm approach. We take appropriate steps to ensure the safety of all students and staff.
6. **Whakawhenuatia | Restore** - After a challenging incident or a situation involving physical restraint, we take restorative action to support and monitor the wellbeing of anyone affected by the situation. Following an incident, we refer to strategies within individual support plans, and support all students to re-engage with classroom activities.

### PROCEDURES

#### Mātaitia | Recognise

The School will work with students and their parents/caregivers and whānau to recognise signs that a student is becoming overwhelmed or struggling and find ways of responding that are helpful and appropriate to the student.

School staff are alert to signs of student distress, including:

- disengaging from school activities or interactions
- making noises, speaking quickly, or repeating other people's words
- agitated physical actions (e.g. rocking, pacing, clenching fists).

#### Individual support plans

1. We work with students and their parents/caregivers and whānau to:
  - clarify priorities for the student
  - agree on shared protocols (including for communication)
  - create a shared understanding of privacy requirements
  - share details of any available support.

2. See **Aramai He Tētēkura** for strategies to recognise and respond to student distress that may be included in a support plan.
3. A support plan may identify physical restraint as a last resort. We do not include physical restraint in a support plan unless all other possible strategies have been explored.
4. St John's School requires informed consent from parents/caregivers and whānau if physical restraint is included in a support plan. The school notifies the Ministry of Education if physical restraint is part of a support plan.
5. We monitor the frequency of physical restraint with the intention to minimise and, where possible, eliminate its use.

## **Atawhaitia | Respond**

In situations where it appears a student is overwhelmed or not coping, we maintain awareness of our own response, and take a calm approach. This may include:

- using slow, clear action and communication
- being mindful of body language (e.g. approaching from the side instead of the front, using appropriate eye contact)
- moving other students out of the space and seeking extra support.

If the situation continues to escalate, we take appropriate steps to ensure the safety of all students and staff. This may include:

- removing potentially dangerous items
- responding to threats using our emergency management plan
- calling the police if necessary.

In situations of student distress, St John's School teachers and authorised staff members may only use physical restraint if all three of these conditions are met, and only as a last resort.

1. If physical restraint is necessary to prevent imminent harm, including significant emotional distress to a student or another person.
2. If the teacher or authorised staff member reasonably believes there is no other option available in the circumstances for preventing harm.
3. If the physical restraint is reasonable and proportionate in the circumstances. This means only applying as much force as is necessary, and for the minimum amount of time necessary.

If a situation occurs involving physical restraint, we will follow the procedures as set out in the Minimising Physical Restraint Policy.

## **Whakawhenuatia | Restore**

After a challenging incident or a situation involving physical restraint, we take restorative action to support and monitor the wellbeing of anyone affected by the situation. Following an incident, we refer to strategies within individual support plans, and support all students to re-engage with classroom activities.

As recommended by Aramai He Tētēkura, staff involved in a challenging incident take the following steps:

- Inform a colleague, senior staff member, or the principal, and decide together on next steps and any support needed.
- Share information with parents/caregivers and whānau and follow up on an existing support plan or consider if one is needed.
- Take time to reflect individually, debrief with other relevant staff members, and reflect as a team on any further action that is needed.

**Monitoring student wellbeing**

We monitor student wellbeing by watching for signs of ongoing distress, such as absences from usual activities, or changes in their interactions with other students and staff. We respond to concerns raised by other members of the school community, including students.

**Monitoring staff wellbeing**

We ensure that affected staff receive appropriate support. This may include debriefing, emotional support, an employee assistance programme, additional breaks, or help with workload.

## **19. 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.

## **20. Sensitive Expenditure Policy**

The Board has a responsibility to ensure that all expenditure of school funds is clearly linked to the business of the school and does not at any time provide unreasonable and personal benefit from those funds to any individual or groups of individuals. Ensure expenditure is in line with our Special Catholic Character.

The Board recognises that at times there are 'sensitive expenses' which may be considered to be beneficial only to individuals or small groups of individuals. These may include expenses in relation to travel (especially international travel), or to koha, gifts and other payments to individuals.

Any expenditure which may be considered to be beneficial to individuals or groups of individuals will be carefully scrutinised by the Principal before approval taking into account the following principles:

- i) Does the expenditure benefit student outcomes?
- ii) Does the expenditure represent the best value for money?
- iii) Does the expenditure support our special Catholic Character and/or bicultural heritage?
- iv) Is it budgeted for?
- v) Could the Board justify this expenditure to a taxpayer, parent or other interested party?
- vi) How would the public react if this expenditure was reported by the media?
- vii) Would there be perceived to be any personal gain from this expenditure?
- viii) Does this expenditure occur frequently?

## **Local School Fixtures and Fittings Contribution Donation**

To ensure the Local School Fixtures and Fittings Contribution Donation is used for tangible projects that result in the improvement of school fixed assets and/or the physical school environment.

These funds will be used when we are unable to access or utilise Catholic School's Office funds or cyclical maintenance funds.

The money collected on the fees statement as the Local School Fixtures and Fittings Contribution Donation will be used for school wide projects that fit the below criteria:

1. To be used for refurbishment of current school fixed assets
2. To be used for the replacement of current school fixed assets
3. To improve the indoor or outdoor school environment
4. Projects can be more than one year in length
5. Unused donations will carry forward
6. Spending will be in-line with our Catholic Character.

Examples of projects that this money will be used for:

New classroom furniture  
New classroom curtains  
Refurbishment/Improvement of the school hall  
School wide planting  
Creating shaded areas  
Outdoor classroom beautification  
Improved/new school signage

## 21. Gift Policy

The Board has the responsibility to ensure that expenditure on gifts incurred by the School must clearly be linked to the business of the School. Staff should not receive gifts / benefits / prizes of any kind which might reasonably be seen to compromise their integrity by placing them under any kind of obligation to a third party.

The Board has delegated responsibility for the implementation and monitoring of this policy to the Principal. This policy must be read in conjunction with the Sensitive Expenditure Policy and other Board policies.

1. Giving gifts:
  - 1.1. All gift giving should be linked to the business of the School.
  - 1.2. The cost of the gift should be reasonable and appropriately reflect the benefit received.
  - 1.3. All gifts should be purchased following the School's normal purchasing procedures.
  - 1.4. A register must be kept of all gifts purchased (over \$200), including what was purchased, the cost of each gift and the recipients. The Principal will review this register at least annually.
2. Receiving koha / gifts / benefits / prizes:
  - 2.1. Koha / gifts / benefits / prizes should not be accepted if there is any concern that their acceptance could be interpreted by others as an inducement or reward that might place the staff member under an obligation.
  - 2.2. If gifts received are small and of a low value (under \$200), then the recipient may keep the gift personally.
  - 2.3. If the gift is larger and more valuable, or in the form of cash, then the recipients must advise the Principal of the gift. The gift will be given to the school pending a decision by the Board (delegated to the Principal) whether the item is for school use or the recipient personally may keep it.
  - 2.4. Decisions will be made on a one-up basis. The Presiding Member will make the decision for qualifying gifts in the case of the recipient being the Principal.
  - 2.5. If the gift arises directly from an employee's role as an employee of the Board, then the gift remains the property of the School. Receipt of the gift should be declared to the Principal.
  - 2.6. If a staff member wishes to dispute or appeal a decision made, this will be raised on a one-up basis. For staff members, other than the Principal, the Presiding Member will respond to their request. In the case of the recipient being the Principal, the request will be raised with the Board.
  - 2.7. A register must be kept of all gifts received (over \$200), including what was given, the approximate cost of each gift and the recipients. The Principal will review this register at least annually.
3. Koha is recognised as a discretionary contribution which is distinct from actual expenditure and which is appropriate to the occasion and incurred for services supplied or as culturally appropriate. For Koha in the form of cash or transfer of funds to an individual.
  - 3.1. The Koha must be linked to the school's activities, and
  - 3.2. A record must be kept to support the payment including;
    - 3.2.1. To whom the koha was made
    - 3.2.2. The particulars of the occasion (time, date, place)
    - 3.2.3. The reason for attending the occasion
    - 3.2.4. The type of payment made



## **22. Payments by Parents of Students in Schools Policy**

### **INTRODUCTION**

St John's School acknowledge that education is a right and that no student will be denied access to education due to financial hardship. We are committed to providing a high-quality Catholic education for all our students. To support this goal, we require the financial contribution of parents and caregivers to help fund additional resources and services.

Our school will comply with the Ministry of Education's guidelines on payments by parents of students in schools, as outlined in Circular 2018/01.

We will ensure that all payments requested from parents are reasonable, clearly communicated, and transparent, and that no student is denied access to education due to non-payment or financial hardship.

### **GUIDELINES**

#### **Payment Expectations:**

**School Donation:** The school requests a voluntary annual donation from parents or caregivers to support the school's educational programs, facilities, and resources. The suggested donation amount is communicated to parents at the time of enrolment and available on our school website. It is reviewed and confirmed annually by the School Board and changes are communicated to the parents in writing. We understand that not all families can afford to pay this amount. However, we encourage parents to contribute what they can to support their child's education and the school community.

**Attendance Dues:** As a Catholic school, we are part of the Catholic Diocese of Auckland and are required to collect attendance dues from parents. These dues help to cover the cost of maintaining and upgrading our school facilities and supporting Catholic education in New Zealand. The rate for attendance dues is confirmed annually by the Diocese and changes are communicated to the parents in writing by the School. If a family is unable to pay the full amount, they may apply for a partial or full waiver of the dues.

**Other Charges:** From time to time, the school may request payment for specific activities or resources, such as school trips, sports fees, or music tuition. These charges will be communicated in advance to parents, and we will make every effort to keep them reasonable and affordable.

- a) The school may request a voluntary donation from parents and caregivers to help fund additional curriculum resources and services. This donation is voluntary and parents and caregivers are under no obligation to pay it. The school will ensure that no student is excluded from a curriculum activity because of an inability to pay the charge.
- b) The school may require parents and caregivers to pay a fee for school activities that are outside the normal curriculum. These fees will be reasonable and will reflect the cost of the activity.
- c) The school will provide clear information to parents and caregivers about the activities for which fees are charged, the cost of the fees, and any alternative arrangements available for families who cannot afford to pay.
- d) The school will provide financial assistance to families who cannot afford to pay the voluntary donation or activity fees. This assistance may be in the form of a payment plan or a reduction or waiver of fees.

#### Payment Options:

Parents can pay school donations, attendance dues, and other fees and charges through a range of payment options, including online banking, automatic payments, or cash payments at the school office. The school will provide information and support to parents to help them choose the most convenient payment method.

#### Confidentiality:

The school respects the privacy and confidentiality of all families' financial situations. Parents who are experiencing financial difficulties are encouraged to speak with the school principal, who will provide support and assistance.

#### **CONCLUSION**

St John's School recognises that financial contributions from parents and caregivers are an important part of supporting the education of all students. This policy is designed to ensure that all families are treated fairly and that no student is excluded from any school curriculum activities because of an inability to pay. The school will regularly review this policy to ensure that it remains relevant and effective.

## **23. Credit Card Policy**

### **Introduction**

1. A credit card is an efficient way of paying for and managing relatively small purchases or services, or those where standard invoicing and payment not appropriate (e.g. some travel). The purpose of this policy is to set the rules and expectations around the use of credit cards at St Johns.
2. This Policy must be read in conjunction with other Board Policies, and the exercising of all authority and responsibilities conferred under this Policy must be in accordance with the Schedule of Delegations and may not exceed an individual's established level of delegated authority.

### **Process for Issue of Credit Cards**

3. Credit cards should only be issued to staff members after being authorised by the Board.
4. A register of cardholders will be maintained.
5. The limits set for credit card use should not exceed the overall financial delegation of the cardholder, as set out in the Schedule of Delegations. Any variations require Board approval.
6. Prior to the card being issued, the recipient must be given a copy of this policy and be required to sign it off to signify that they have read and understood it.

### **Guidelines**

#### **Procedures to be Followed when Using the Card**

1. The credit card is not to be used for any personal expenditure.
2. The credit card will only be used for:
  - payment of actual and reasonable travel, accommodation and meal expenses incurred on School business; or
  - purchase of goods or services as per the Delegated Authority to the Principal
3. All expenditure charged to the credit card should be supported by a detailed GST invoice or receipt to confirm that the expenses are properly incurred on School business. Although a receipt is not required for GST purposes if the amount is under \$50, the receipt is required for St. John's School records.
4. The credit card statement should be certified by the cardholder as evidence of the validity of expenditure.
5. Authorisation for the expenditure should be obtained on a one-up basis (for example the Presiding Member or person with delegated authority should authorise any credit card expenditure undertaken by the Principal). Cardholders are not allowed to approve their own expenditure.
6. All purchases should be accounted for within 5 working days of receiving a credit card statement.

## Cash Advances

7. Cash advances are not permitted.

## Discretionary Benefits

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

## Cardholder Responsibilities

9. The cardholder must have signatory rights.
10. The cardholder is the only person who can authorise the use of the card.
11. The cardholder must protect the pin number of the card.
12. The cardholder must only purchase within the credit limit applicable to the card.
13. The cardholder must notify the credit card company and the school immediately if the card is lost or stolen.
14. The cardholder must return the credit card to the School upon ceasing employment there or at any time upon request by the Board.
15. The cardholder must cease use of the card immediately upon direction of the Board.

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Signed

Presiding Member

On behalf of, and with the authority of the Board on \_\_\_\_\_

## Signature Section for Prospective Cardholders

I have read and understood this policy and agree to abide by it.

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Signed

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Date

## 24. Sponsorship Policy

### Introduction

For the purposes of this policy **Sponsorship** is defined as a commercial arrangement where a sponsor provides cash or in kind contributions to St. John's School in return for agreed benefits.

### Rationale

- All sponsorships need to be considered in line with the Special Catholic Character of the School.
- Sponsorship and its related advertising are accepted for the purpose of enhancing cultural, sporting and other appropriate educational opportunities for the students of St. John's School.
- To forge closer links between St. John's School and the business community, attracting funding from the business community and at the same time providing benefits to those businesses.

### Purpose

- To provide opportunities for the children of St. John's School that might not otherwise be available.
- To enable St. John's School to purchase additional or improved goods for the school and school groups/teams by using the extra funding provided by sponsors.
- To reduce overall costs of activities of the school.
- To ensure that any sponsorship relationships are consistent with the school's strategic direction, as set out in its planning framework.
- To provide guidelines for sponsorship, advertising or promotion of products or services to students, parents and the community at school related activities and within the school itself.
- To ensure arrangements are mutually beneficial.
- To manage the risks inherent in uncontrolled sponsorship and advertising initiatives and commit to ensure that both the law is complied with and there are no negative impacts on the students, staff or the school's reputation.

### Inclusions

Sponsorship/Advertising initiatives that the school will consider include but are not limited to:

- inclusion of advertisements in school publications (e.g. newsletters, web site).
- rebates to the school on goods/ services.
- the provision of goods/services for fundraising purposes.
- sponsorship of sports uniforms.
- financial support for a project or school operations.

### Exclusions

Any sponsorship agreement must be consistent with, and align with, the school's values, principles and strategic direction. As a general principle, sponsorships must:

- not be inconsistent with the school's strategic direction, as set out in its special character, planning framework, and its legal mandate, purpose and policies (e.g. no tobacco, alcohol).
- not impose or imply conditions that would limit the school's ability to carry out its functions impartially.
- not require, or imply, endorsement of any product or service by the school.
- not be with any business or organisation that provides direct pecuniary benefits to any staff member or Board member of the school.

## **Guidelines**

- All sponsorship contracts entered into should aim to be mutually beneficial to both the school and the sponsor concerned.
- Applications for sponsorship will be coordinated through the Principal.
- There must be a person approved by the Principal or his nominee in charge of each sponsorship relationship.
- Logos on group/team uniforms must comply with rules for the particular code/activity/sport. In general a logo should not exceed 10 cm by 10 cm or 150 mm by 50 mm.
- A business associated with a group/team name must not replace or dominate the name of the school and/or the group/team.
- The school will endeavour wherever possible, to use the services of businesses that provide sponsorship to the school. As a minimum, the school will ask those businesses to tender for the appropriate services they can offer.
- Sponsorship relationships can be developed with businesses in competition with 'preferred suppliers' of the school, so long as the appropriate 'preferred supplier' has been given the opportunity to enter a similar sponsorship relationship.
- There is an onus after accepting sponsorship not to bring the company concerned into disrepute.
- In general the school will not enter into exclusivity arrangements with any business, and will advise any sponsor accordingly.
- The School's acceptance of advertising or sponsorship does not constitute approval and/ or endorsement for any product or activity. Nor does the School take responsibility for the accuracy of any information.
- Any Agreement entered into with sponsors/advertisers requiring Board approval must have regard to the term of the current Board (the intention being that future Boards should not be unreasonably restricted by Agreements entered into by previous Boards).
- Each sponsorship will be time-specific, but may be renegotiated for a future period of time.
- Sponsorship relationships will be considered strategically to ensure a school-wide view of the responsibilities and benefits of both parties.

## **Dispute Resolution**

Any disputes will be resolved by the Board, who will be examine an agreement after being requested to do so in writing.

## **Authority**

The Principal has authority to approve any sponsorship agreement unless at the Principal's discretion it is more appropriate to escalate to the Board due to the value, complexity or contentious nature of the agreement.

## **APPENDIX 1**

The St. John's School Policy Framework is reviewed each triennial as follows:

Operational Policies – Year 2

Governance Policies and Governance Processes / Procedures – Year 3