

Jireh Christian School

Policy Framework 2018

The following documentation outlines the Board of Trustees' **governance** framework and is aligned with the school's Charter Values and Christian Special Character



The following policy framework supports a governance model that is strategic rather than operational and meets the expectations of effective governance.

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Introduction

The Board of Trustees of Jireh Christian School is focused on the ongoing improvement of student progress and achievement within an environment that provides inclusive education. *Refer to the New Zealand Curriculum, the New Zealand Disability Strategy, and the United Nations Convention on the Rights of Disabled People.*

To ensure effective school performance, the Board is committed to maintaining a strong and effective governance framework that incorporates legislative requirements and good practice.

Governance and Management

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

Governance through the lens of the school's Christian character:	Management
<p>The ongoing improvement of student progress and achievement is the Board's focus.</p> <p>The Board acts in a stewardship role and is entrusted to work on behalf of all stakeholders. It is accountable for the school's performance, emphasises strategic leadership, sets the vision for the school and ensures compliance with legal and policy requirements.</p> <p>Board policies are at a governance level and outline clear delegations to the Principal. The Board and Principal form the leadership, with the role of each documented and understood. The Principal reports to the Board as a whole with committees used when appropriate and only when a need is identified in order to contribute to Board work.</p> <p>The Board is proactive rather than reactive in its operations and decision making and does not involve itself in the administrative details of the day to day running of the school.</p>	<p>The Board delegates all authority and accountability for the day-to-day operational organisation of the school to the Principal who must ensure compliance with both the Board's policy framework and the law of New Zealand. [For detail see Operational Policies]</p>

In developing the above definitions for Jireh Christian School the Board is mindful of the following excerpts from the Education Act 1989 and the Education Amendment Act 2017:

The Education Act 1989 was revised on 13th June 2013 to better reflect the Board's primary focus of student achievement. The legal and prime responsibility of Boards of Trustees is determined by Section 75 of the Education Act 1989:

Education (Update) Amendment Act 1997

An Act to make provision for the conditional and voluntary integration of private schools into the State system of education in New Zealand on a basis which will preserve and safeguard the special character of the education provided by them.

s.75 Functions and powers of Boards

(1) A school's Board must perform its functions and exercise its powers in such a way as to ensure that every student at the school is able to attain his or her highest possible standard in educational achievement.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, a school's Board has complete discretion to control the management of the school as it thinks fit.

s.72 Bylaws

Subject to any enactment, the general law of New Zealand, and the school's charter, a school's Board may make for the school any bylaws the Board thinks necessary or desirable for the control and management of the school.

s.76 Principles

(1) A school's Principal is the Board's chief executive in relation to the school's control and management.

(2) Except to the extent that any enactment or the general law of New Zealand provides otherwise, the Principal –

(a) Shall comply with the Board's general policy directions; and

(b) Subject to paragraph (a), has complete discretion to manage as the Principal thinks fit the school's day to day administration.

s.65 Staff

A Board may from time to time, in accordance with the State Sector Act 1988, appoint, suspend, or dismiss staff.

Delegations

(1) The governing Board of a school may delegate any of the functions or powers of the Board or the governing Board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons:

(a) a trustee or Trustees;

(b) the Principal or any other employee or employees, or office holder or holders, of the Board;

(c) a committee consisting of at least 2 persons, at least 1 of whom is a trustee;

(d) any other person or persons approved by the Board's responsible Minister;

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

All policies are to be read in conjunction with the following:

Education Act 1989

Education (Update) Amendment Act 1997

Handbook for Boards of Trustees of State Integrated Schools

NZSTA Policy Framework

NZSTA Trustees Handbook

Privacy Act 1991

Employment Relations Act 2000

Human Rights Act 1993

Protected Disclosures Act 2000

State Sector Act 1988

New Zealand Teachers Council (Making Reports and Complaints) Rules 2004

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

Policy: The Curriculum

Policy Statement

The Jireh Christian School Board of Trustees and the Principal acknowledge that the curriculum is the programme offered by the school and includes all organised activities whether in or out of the classroom. Accordingly, the school aims to provide its students with a balanced curriculum that meets both nationally set requirements and local needs. This curriculum will be constantly under review to ensure it reflects changing needs, students' interest and staff resources and is consistent with the New Zealand Curriculum. Staff and students will be encouraged to become involved in activities outside the classroom as the enjoyment and relationships coming from such activities have beneficial effects on the creation and maintenance of a positive, pleasurable school environment.

Procedural Guidelines

The Senior Management Team has the responsibility for maintaining, reviewing and developing curriculum policy in the school. Staff will be consulted in the process of curriculum review and development.

The teaching time allocated to each subject will be defined by the Principal and provide the basis for the next year's timetable as well as for the weekly division of school time. Leaders of Learning have the responsibility to develop schemes of work for each of their curriculum areas. Schemes of work are working documents, constantly under review and reflect the aims of the relevant curriculum statements.

Learning area teachers have the responsibility to follow the relevant schemes of work for each of their classes.

The Board, through the Principal, will encourage participation by staff and students in a diverse range of co-curricular activities.

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate The National Curriculum as expressed in the New Zealand Curriculum 2007 or Te Marautanga o Aotearoa.

Each Board, through the principal and staff is required to:

(a) develop and implement teaching and learning programmes:

- i. to provide all students in years 1-8 with opportunities to achieve for success in all areas of the National Curriculum;
- ii. giving priority to student achievement in literacy and numeracy
- iii. giving priority to regular quality physical activity that develops skills for all students

(b) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated, giving priority first to:

- student achievement in literacy and numeracy, especially in years 1-8;
- and then to the breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum and the scope of The

National Curriculum as expressed in the New Zealand Curriculum or Te Marautanga o Aotearoa;

- (c) on the basis of good quality assessment information, identify students and groups of students:
 - who are not achieving;
 - who are at risk of not achieving;
 - who have special needs, (including gifted and talented students); and
 - aspects of the curriculum which require particular attention;
- (d) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in (c) above;
- (e) in consultation with the school's Maori community, develop and make known to the school's community policies, plans and targets for improving the achievement of Maori students; and
- (f) provide appropriate career education and guidance for all students in year 7 and 8, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

Each Board of Trustees, with the principal and teaching staff, is required to:

- (a) develop a strategic plan which documents how they are giving effect to the National Education Guidelines through their policies, plans and programmes, including those for the curriculum, National Standards, assessment and staff professional development;
- (b) maintain an on-going programme of self-review in relation to the above policies, plans and programmes, including evaluation of information on student achievement; and
- (c) report to students and their parents on the achievement of individual students, and to the school's community in the achievement if students as a whole and of groups, including the achievement of Maori students against the plans and targets referred to in (e) above.

Where a school has students enrolled in Years 1-8, the Board of Trustees, with the principal and teaching staff, is required to use National Standards to:

- (a) report to students and their parents on the student's progress and achievement in relation to National Standards. Reporting to parents in plain language in writing must occur at least twice a year;
- (b) report school- level data in National Standards in the Board's annual report under three headings:
 - school strengths and identified areas for improvement
 - the basis for identifying areas of improvement; and
 - planned actions for lifting achievement.

In addition to its inclusion in the Board's annual report, the information in (b) above is required to be provided to the Secretary of Education at the same time as the updated school charter under NAG 7.

- (c) Report in the Board's annual report on:
 - The numbers and proportions of students at, above, below or well below the National Standards, including by Maori, Pacifica, Asian, gender and by year level (where this does not breach an individual's privacy); and
 - how students are progressing against National Standards as well as how they are achieving.

In addition to its inclusion in the Board's annual report, the information in © above is required to be provided to the Secretary for Education at the same time as the updated school charter under the NAG 7.

(d) report the NAG 2A (c) information in the format prescribed by the Secretary for Education from time to time.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date 12 th December 2017	Chairperson R Thornton
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Policy: The Treaty of Waitangi

Policy Statement

Jireh Christian School accepts its responsibility for attempting to fulfil the intent of the Treaty of Waitangi by ensuring that the curriculum delivery reflects the Maori perspective, making equitable provision for the needs of Maori, providing opportunities for students who wish to learn Maori language and culture, and recognising Maori values in and when resourcing the school.

Procedural Guidelines

- Te Reo Maori will be available, where practicable, at all levels
- Opportunities will be provided for students to learn Tikanga Maori
- Culturally appropriate pastoral care and support is available to Maori students
- Maori values and customs will, when appropriate, be incorporated into school life
- The School identifies and acknowledges local kaumatua and kuia to support and advise the School on matters of protocol and culture
- Budgeting will reflect the changing needs and aspirations of the Maori community
- Curriculum planning will endeavour to reflect Maori perspectives in the content and delivery, methodology and assessment.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	12 th December 2017	Chairperson	R Thornton
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Policy: Relationship Between Chair and Principal

Policy Statement

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

Procedural Guidelines

- The relationship principles are to be read in line with the following:
- The Board's agreed governance and management definitions
- The Board's Roles and Responsibilities Policy
- The Responsibilities of the Principal Policy
- The Chair's Role Description Policy
- The Trustees' Code of Behaviour Policy

Relationship principles:

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

Review schedule: Annually

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
Reviewed	Date	30 th January 2018	Chairperson

Policy: Board Roles and Responsibilities Policy

Policy Statement

The Board of Trustees' key areas of contribution are focused on four outcome areas:
Representation, Employer Role, Accountability, Leadership

The Board	The Standards
1. Sets the strategic direction and long-term plans and monitors the Board's progress against them	1.1 The Board leads the annual charter review process 1.2 The Board sets/reviews the strategic aims by November 1.3 The Board approves the annual plan and targets and ensures the Charter is submitted to the Ministry of Education (MoE) by 1 March each year 1.4 Regular Board meetings include a report on progress towards achieving strategic aims 1.5 The Charter is the basis for all Board decision making 1.6 All stakeholders will be consulted.
2. Monitors and evaluates student progress and achievement	2.1 The Board approves an annual review schedule covering curriculum and student progress and achievement reports 2.2 Reports at each regular Board meeting, from Principal, on progress against annual plan, highlight risk/success 2.3 Targets in the annual plan are met, the curriculum policy is implemented and there is satisfactory performance of curriculum priorities
3. Maintains and strengthens the special character of the school	3.1 Special character is obviously considered in all Board decisions 3.2 Special character is included at every Board meeting as part of the Principal's report
4. Appoints, assesses the performance of and supports the Principal	4.1 Principal's performance management system in place and implemented
5. Approves the budget and monitors financial management of the school	5.1 Draft budget ratified by the first meeting each year 5.2 Satisfactory performance of school against budget at every BOT meeting.

The Board	The Standards
6. Effectively manages risk	<p>6.1 The Board has an effective governance model in place</p> <p>6.2 The Board remains briefed on internal/external risk environments and takes action where necessary</p> <p>6.3 The Board identifies 'trouble spots' in statements of audit and takes action if necessary</p> <p>6.3 The Board ensures the Principal reports on all potential and real risks when appropriate and takes appropriate action</p>
7. Ensures compliance with legal requirements	<p>7.1 New members have read and understood the governance framework including policies, the school charter, Board induction pack and requirements and expectations of Board members</p> <p>7.2 New and continuing members are kept aware of any changes in legal and reporting requirements for the school. Board has sought appropriate advice when necessary</p> <p>7.3 Accurate minutes of all Board meetings, approved by Board and signed by chair</p> <p>7.4 Individual staff/student matters are discussed in public excluded session</p> <p>7.5 Board meetings have a quorum</p>
8. Ensures Trustees attend Board meetings and take an active role	<p>8.1 Board meetings are effectively run</p> <p>8.2 Trustees attend Board meetings having read Board papers and reports and are ready to discuss them</p> <p>8.3 Attendance at 80% of meetings (min.)</p> <p>8.4 No unexplained absences at Board meetings (3 consecutive absences without prior leave result in immediate step down) Refer Education Act 1989, s104 (1) (c)</p>
9. Approves major policies and programme initiatives	<p>9.1 Approve programme initiatives as per policies</p> <p>9.2 The Board monitors implementation of programme initiatives</p>
10. Fulfils the intent of the Treaty of Waitangi by valuing and reflecting New Zealand's dual cultural heritage	<p>10.1 The Treaty of Waitangi is obviously considered in Board decisions</p> <p>10.2 The Board, Principal and staff are culturally responsive and inclusive</p>
11. Approves and monitors human resource policy/procedures which ensures effective practice and contribute to its responsibilities as a good employer	<p>11.1 Becomes and remains familiar with the broad employment conditions which cover employees (i.e. Staff employment agreements and arrangements)</p>

The Board	The Standards
	11.2 Ensures there are personnel policies in place and that they are adhered to e.g. Code of Conduct 11.3 Ensures there is ongoing monitoring and review of all personnel policies
12. Deals with disputes and conflicts referred to the Board as per the school's concerns and complaints procedures	12.1 Successful resolution of any disputes and conflicts referred
13. Represents the school in a positive, professional manner	13.1 Code of conduct is adhered to
14. Oversees, conserves and enhances the resource base	14.1 Property/resources meet the needs of the student achievement aims
15. Effectively hands over and inducts new Trustees/Board governance to new Board/Trustees at election time	15.1 New Trustees provided with NZSTA Governance Manual and induction 15.2 New Trustees fully briefed and able to participate following attendance at an orientation programme 15.3 Appropriate delegations are in place as per s66 Education Act 15.3 Board and Trustees participate in appropriate professional development

Review Schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date 30 th January 2018	Chairperson R Thornton
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Policy: Chairperson's Role

Policy Statement

The Chair of Jireh Christian School safeguards the integrity of the Board's processes and represents the Board of Trustees to the broader community. The Chair ensures that each trustee has a full and fair opportunity to be heard and understood by the other members of the Board in order that collective opinion can be developed and a Board decision reached. The Board's ability to meet its obligations and the plans and targets it has set are enhanced by the leadership and guidance provided by the Chair. In the absence of the Chair, the BOT delegates responsibility to the Deputy Chair to fulfil this function and role.

Procedural Guidelines:

The Chair:

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

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

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	30 th January 2018	Chairperson	R Thornton
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Policy: Responsibilities of the Staff Trustee

Policy Statement

The staff trustee fulfils legislative requirements relating to Board composition. The role of the staff trustee is to bring a staff perspective to Board decision making and discussion.

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

Procedural Guidelines

Staff Trustee Accountability Measure	Standard
1. To work within the Board's Charter	1.1 The Charter is obviously considered in Board decisions
2. To abide by the Board's governance and operational policies	2.1 The staff trustee has a copy of the NZSTA Governance Manual and is familiar with all Board policies
3. The staff trustee is first and foremost a trustee and must act in the best interests of the students at the school at all times.	3.1 The staff trustee is not a staff advocate 3.2 The staff trustee does not bring staff concerns to the Board
4. The staff trustee is bound by the Trustee Code of Conduct	4.1 The staff trustee acts within the code of conduct
5. It is not necessary for the staff trustee to prepare a verbal or written report for the Board unless specifically requested to from the Board	5.1 No regular reports received unless a request has been made by the Board on a specific topic.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017 Chairperson **R Thornton (Acting)**

Reviewed Date 30th January 2018 Chairperson **R Thornton**

Policy: Relationship Between Board and Principal

Policy Statement

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.

Procedural Guidelines

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

Review schedule: Annually

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson **R Thornton (Acting)**

Reviewed

Date 30th January 2018

Chairperson **R Thornton**

Policy: Trustees' Code of Conduct

Policy Statement

Jireh Christian School is a Christian community of learning where every member is highly valued as image bearers of Christ. It is a place where all have the opportunity to encounter the living God and become true disciples. We do this through living as authentic followers of Christ who recognise that the Bible is the Word of God and foundational to all we do. As members of staff and as the Board of a State Integrated School we are committed to students, parents and caregivers, the community and education itself. In order to serve effectively we are also committed to our own growth and wellbeing. We commit ourselves to professional standards of conduct in all we do. The Board is committed to ethical conduct in all areas of its responsibilities and authority.

Procedural Guidelines

All Trustees shall:

1. Maintain, understand and be loyal to the values and mission of the school.
2. Ensure that the Special Character of the school is upheld and role modelled.
3. Ensure the needs of all students and their achievement is paramount.
4. Represent the school in a positive manner.
5. Respect the integrity of the Principal and staff.
6. Observe the confidentiality of non-public information acquired in their role as Trustees and not disclose to any other persons such information that might be harmful to the school or to individuals.
7. Be diligent in attending Board meetings fully prepared to participate in decision making.
8. Ensure that individual Trustees do not act independently of the Board's decisions.
9. Speak with one voice through its adopted policies and ensure that any disagreements with the Board's stance are resolved within the Board.
10. Avoid any conflicts of interest with respect to their fiduciary responsibility.
11. Recognise that individual Trustees and subgroups make recommendations to the Board, and that only the full Board has the authority to direct the Principal or staff.
12. Continually recognise that only the Chair, (working within the Board's agreed Chair role description or delegation), or a delegate working under written delegation, can speak for the Board.
13. Continually self-monitor their individual performance as Trustees against policies and any other current Board evaluation tools.
14. Be willing to participate in professional development opportunities in order to make an affective contribution.
15. Read, understand and abide by the Trustees Ethical Code contained in the Integrated Schools' Handbook.
16. Speak the truth in love and apply the Mathew 18 principle.

I, <NAME>, have read and understood this Code of Conduct Policy and agree to follow and abide by it to the best of my ability.

Signature:

Date:

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date 30 th January 2018	Chairperson R Thornton
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Policy: Trustee Remuneration and Expenses

Policy Statement

The Board has the right to set the amount that the chair and other Board members are reimbursed for attendance at Board meetings in recognition that these fees cover the expense of attending Board meetings. The Principal, as a member of the Board, is entitled to the same payment as all other Trustees except the chair.

Procedural Guidelines

Currently at Jireh Christian School:

1. The chair receives \$75.00 per Board meeting
2. Elected Board members receive \$55.00 per Board meetings
3. There is no payment for working group/committee meetings
4. Attendance fees are non-taxable within the agreed non-taxable amounts of \$605 annually for Trustees and \$825 for the chair
5. Attendance costs for professional development sessions will be met by the Board of Trustees. Prior approval must first be sought
6. All other reimbursements are at the discretion of the Board and must be approved prior to any spending occurring

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	30 th January 2018	Chairperson	R Thornton
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Policy: Community Consultation and Communication

Policy Statement

Jireh Christian School recognises that as the partnership between the School and its community is one of the important strengths of the school, it is important that Jireh Christian School is responsive to its community's needs and wishes, and that the community is kept as fully informed as possible about programmes, events, and all aspects which impinge on the school community.

Procedural Guidelines

- Parents at Jireh Christian School are recognised as primary educators and will be consulted and included in the education of their children through the annual deployment of satisfaction surveys, parent forums, parent meetings and charter consultation meetings. Parents will also be encouraged to share their expertise to enhance the curriculum delivery and support trips.
- Communication with the parents and the community is maintained through weekly electronic newsletters, the e-Tap parent portal, fortnightly newsletters, the Jireh Christian School website, telephonically and through once-a-term parent meetings. Curriculum information and expectations are outlined in a handbook on the Jireh Christian School website.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	30 th January 2018	Chairperson	R Thornton
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Policy: Equal Employment Opportunities

Policy Statement

In accordance with the requirements under the State Sector Amendment Act 1989, the Human Rights Act 1993 and the Privacy Act 1993, the Jireh Christian School Board of Trustees recognises the need for an awareness of equal opportunities in employment and support the development and implementation of an equal employment opportunity programme.

Procedural Guidelines

- The Principal is responsible for EEO issues in the School.
- A database of the school workforce will be established to identify employment patterns relevant to gender, age, ethnicity and teaching experience of employees.
- Personnel policies and practices will be developed and reviewed to ensure they include EEO principles.
- The Board of Trustees will recognise the aims, aspirations and cultural differences of all employees.
- The Board of Trustees will recognise the employment requirements of all employees.
- While employing those it believes best suit the position, the Board of Trustees will aim to maintain a balance on its total staff which is reflective of the community.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	17 th October 2017	Chairperson	W Peat
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Policy: Responsibilities of the Principal

Policy Statement

The Principal is the special character leader of the school and the Board's chief executive working in partnership with the Board of Trustees. 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.

Alongside their professional role, the Principal's key contribution to day-to-day management of the school is as per the management definition in the introduction to this governance manual.

The Principal is responsible for overseeing the implementation of Board policy including the Charter. Reference in documentation to the school, management and staff is to be read as "Principal" for responsibility for implementation. From time to time the chair of the Board acting within delegated authority may issue discretions in policies of the school, in minutes of the Board, or by written delegation.

Procedural Guidelines

The responsibilities of the Principal are to:

1. Meet the requirements of the current job description
2. Meet the requirements of their employment agreement including the 4 areas of practice from the Principals' Professional Standards
3. Act as the educational leader and day to day manager of the school within the law and in line with all Board policies
4. Participate in the development and implementation of their annual performance agreement, and participate in their annual review process
5. Develop, seek Board approval of, and implement an annual plan that is aligned with the Board's strategic plan, meets legislative requirements and gives priority to improved student progress and achievement.
6. Use resources efficiently and effectively and preserve assets (financial and property).
7. Put good employer policies into effect and ensure there are effective procedures/guidelines in place.
8. Allocate pay units for appropriate positions.
9. Ensure effective and robust performance management systems are in place for all staff which include performance management reviews, attestations for salary increases and staff professional development
10. Employ, deploy and staff as per employment policy.
11. Employ teaching staff as per the appointments policy.
12. Communicate with the community on operational matters where appropriate.
13. Refrain from unauthorised public statements about the official position of the Board on controversial social, political, and/or educational issues
14. Keep the Board informed of information important to its role.
15. Report to the Board as per the Boards reporting policy requirements.
16. Act as Protected Disclosures Officer and ensure procedures are in place to meet the requirements of the Protected Disclosures Act 2000
17. Appoint, on behalf of the Board, the Privacy Officer and EEO (Equal Employment Opportunity) Officer.

Only decisions made by the Board acting as a Board are binding on the Principal unless specific delegations are in place. Decisions or instructions by individual Board members, committee chairs, or committees are not binding on the Principal except in rare circumstances when the Board has specifically authorised it.

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

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

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	17 th October 2017	Chairperson	W Peat
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Policy: Principal Performance Management

Policy Statement

It is the policy of the Jireh Christian School Board of Trustees to establish a performance agreement with the Principal each year and review the Principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

Procedural Guidelines

The review process will occur annually, providing a written record of how the Principal has performed as per the terms of the performance agreement and identifying professional development needs.

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

Signature of Principal

I, _____, have been informed of the performance review policy and procedures of Jireh Christian School Board.

Signature_____ Date_____

Review schedule: Annually

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017 Chairperson **R Thornton (Acting)**

Reviewed Date 17th October 2017 Chairperson **W Peat**

Policy: Principal Reporting to the Board

Policy Statement

The Principal reports to the Board as a whole and keeps it informed of the true and accurate position of the outcomes of curriculum; teaching and learning; financial position; and all matters having real or potential legal considerations and risk for our school. Thus the Board is supported in its strategic decision-making and risk management by also requiring the Principal to submit any monitoring data required in a timely, accurate and understandable fashion.

Procedural Guidelines

The Principal must ensure that they:

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

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017 Chairperson R Thornton (Acting)

Reviewed Date 17th October 2017 Chairperson W Peat

Policy: Disciplinary Process in Relation to the Principal

Policy Statement

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

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017 Chairperson **R Thornton (Acting)**

Reviewed Date 17th October 2017 Chairperson **W Peat**

Policy: Privacy

Policy Statement

Jireh Christian School recognises its responsibility to comply with the provisions of the Privacy Act 1993.

Procedural Guidelines

- The Privacy Officer is the Principal.
- Privacy principles will include:
- The storage and security of information, access to personal information, limits on use of information, limits on disclosure, limits on sharing information assigning of unique identifiers, as per the New Zealand Privacy Act 1993.
- Requests for information about students will be referred to the Principal who will establish authenticity of request and release information where appropriate under the Act.
- Staff are permitted to view their personal files. They are to make appropriate arrangements for this with the Principal.
- Any information about any staff member (requested by a third party) will be provided in the first instance to the staff member, unless written or verbal authority is given by that staff member that the information may be provided directly to the person who requested it.
- Address and phone number details for staff and students will not be released or be sold to third parties.
- Care will be taken that information requested from staff, and held by the school, continues to be relevant to the purposes of the school. Staff data will be updated regularly.
- All information collected will be used only for the purpose intended.
- Any personal information the School holds is stored in a secure way.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES		
Date	12 th September 2017	Chairperson R Thornton (Acting)
Reviewed	Date	Chairperson W Peat

Policy: Staff Use of Laptops

Policy Statement

Jireh Christian School staff acknowledge and accept certain responsibilities when they are issued a laptop. Laptops provide the convenience of portability. This convenience exposes the school to certain risks. These include but are not limited to:

- Theft of school property – laptops are easy to steal and their relatively high value and easiness to sell makes them a common target for theft;
- Exposure of sensitive data or information – misplaced or unsecured laptops may expose sensitive information to the public. Loss of such data could be utilised by sections of the public for illegal purposes;
- Damage of school property – laptops can be susceptible to damage both due to their nature and their relatively fragile construction.

Any member of staff issued with a laptop will need to confirm, by signing an acceptance of the policy, that he/she has read, understands and will comply with the policy. A signed copy of the policy needs to be retained in school until the laptop is returned or replaced.

Procedural Guidelines

When a member of staff is provided with a laptop, he/she accepts responsibility for safeguarding the laptop itself as well as the data stored on the laptop. Laptop users are expected to exercise reasonable care and take the following precautions:

- Ensure they have appropriate car and house insurance to be able to transport/use the laptop on school business.
- Take appropriate steps to protect the laptop from theft.
- Laptops, where possible, should not be left unattended in a parked car. On those occasions when there is no alternative, they should be locked in the boot.
- Laptops should be carried and stored in a padded laptop computer bag or strong briefcase to reduce the chance of accidental damage.
- Laptops should not be used in environments that might increase the likelihood of damage. Keep an independent record of the laptop serial number. In case of the laptop being lost or stolen, this number will be needed for insurance and police.
- Do not work or save sensitive information (e.g. education records, personally identifiable information, and confidential information) on the laptop without taking proper precautions.
- All members of staff are accountable for all network and systems access under their individual user ID. Passwords should be kept absolutely secret. They should never be shared with anyone.
- Laptops are provided for official use by authorised employees. Jireh Christian School laptops must not be loaned or be allowed to be used by others.
- Avoid leaving your laptop unattended. Always shut down, log off or lock the screen before walking away from the machine.
- Laptops have anti-virus software installed, but laptops are vulnerable if the software is not kept up to date.
- Laptops should not be connected to the Internet unless a suitable firewall package has been installed.
- E-mail attachments are one of the main sources of virus – avoid opening any e-mail attachment unless they are expected from a legitimate source.

- Report any security incidents (such as virus infections) to the Principal immediately in order to minimise the risk.
- Do not download, install or use unauthorised software programmes. No personal programmes are to be used.
- Any software that is required should be referred to the Principal to ensure correct permissions and licences are in place. A relevant licence will be stored securely for audit purposes.
- Members of staff must comply with relevant laws, regulations and policies applying to the use of computers and information, e.g. licence, copyright, and privacy laws.
- Jireh Christian School will not tolerate inappropriate materials such as pornographic, racist, defamatory or harassing files, photographs, videos or e-mail messages that might cause offence or embarrassment. Never store, use, copy or circulate such material on the laptop.
- Any damage or loss must be reported to the Principal as soon as possible.
- Failure to comply with this policy could lead to disciplinary action.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	17 th October 2017	Chairperson	W Peat
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Policy: Personnel Management

Policy Statement

The Board delegates responsibility to the Principal on all 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.

Procedural Guidelines

Therefore, the Principal must ensure:

- That all employment related legislative requirements are applied
- All employees have rights to personal dignity and safety and ensure that matters are resolved in an appropriate and fair manner
- That employment records are maintained and that all employees have written employment agreements
- That employee leave is effectively managed and reported in accordance with the Principal's delegations
- That the risk of financial liability is minimized, operational needs are met and the needs of individual staff are considered
- That performance agreements are established for all staff and that reviews are undertaken annually
- A suitable professional development programme, which takes into consideration the requirements of Jireh Christian School's special character and the strategic and annual plans, is provided as part of each employee's performance agreement
- Advice is sought as necessary from NZSTA advisors where employment issues arise and the BOT Chair is notified of serious employment issues.

General:

An Operational Policies and Procedures Manual is available to all staff and is updated annually. The manual identifies expected procedures, good practices relating to all staff employed at Jireh Christian School. Moreover, a Jireh Christian School Staff Code of Conduct will be published in 2018 which will outline the Jireh Christian School's Board and Management's expectations of conduct for staff.

Legislative:

- All teaching staff will be subject to the most recent Primary Schools' Collective Agreement contract. All support staff will be subject to the most recent Support Staff in Schools' Collective Agreement or School Caretakers' and Cleaners' Collective Agreement. Staff are able to belong to their respective union or can be placed on an individual employment contract.
- All staff will receive an up-to-date contract to reflect any changes to job function, title or remuneration.
- All Offer of Appointment Letters and Employment Contracts need to be signed by the Principal.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson R Thornton (Acting)

Reviewed Date

17th October 2017

Chairperson W Peat

Policy: **Concerns and Complaints**

Policy Statement

Jireh Christian School responds to complaints in a fair and consistent manner and provides members of the school community with procedures to follow. Outside agencies will be asked for advice in any situation where the Board is unsure how to resolve the issue.

Problems are likely to arise if parents or students feel that the school is not open to their concerns. In dealing with all situations of a difficult or delicate nature we endorse the Matthew 18 principle for resolving problems – in the first instance go to the person involved.

If any problem arises concerning your child's welfare or progress at school, then you are encouraged to first discuss this with the student's teacher. It is better to have a direct complaint to a member of staff than to have parents or students sharing their dissatisfaction with others. Parents and students like to feel valued and involved with the school and they should be encouraged to voice their concerns. This is more likely to occur where the culture of the school is open and complaints are received in a positive manner.

An expression of concern, or a simple query, may grow into a painful matter if parents or students feel they have been brushed aside. Equally, issues with the potential to become acutely difficult may dwindle and fade if they are handled well at the initial stage.

Procedural Guidelines

The key principles for the handling of complaints are:

<i>The school is open to the concerns of parents and students</i>
<i>Complaints are received in a positive manner</i>
<i>Parents and students can expect to be taken seriously and can approach any member of staff about their concerns</i>
<i>Information about complaints is clear and readily available</i>
<i>Concerns are dealt with speedily and those who have raised them are kept informed about progress</i>
<i>It is not acceptable for students to receive adverse treatment because they or their parents have raised a complaint</i>
<i>Clear confidential files and a log are kept</i>
<i>Confidentiality is respected and maintained so far as is possible</i>
<i>Resolution of the matter is sought</i>
<i>Staff training covers the handling of complaints</i>

The following points determine the overarching approach to all complaints. The Staff Manual contains the specific details of how to deal with complaints from parents, complaints about staff, complaints concerning child abuse and the administrative aspects of recording complaints.

1. Any concern or complaint is treated as strictly confidential

2. In the first instance concerns should be discussed with the other party e.g. teacher, Principal or Chairperson. If it is a classroom/teacher concern, the teacher should be first approached; then Principal, and finally the Board.
3. All complaints, including any about the Principal, should be referred directly to the Principal (or Chairperson) either in verbal or written form.
4. All complaints are acknowledged and documented.
5. In dealing with complaints, employers must act in accordance with conditions of relevant employment agreements and current legislation.
6. Appropriate action will be instigated to resolve issues.
7. Unresolved complaints will be made in written form to the Chairperson of the Board of Trustees.
8. If the complaint is formal (i.e. made in writing), the complainant will be informed of the outcomes in writing or in person by the Principal or Chairperson of the Board of Trustees.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	Chairperson	W Peat
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Policy: Financial Management - Budgets

Policy Statement

The Board of Trustees has overall responsibility for the financial management of the school but delegates the day-to-day management of the school's finance and budget to the Principal, who, in association with the Finance Committee, is responsible for recommending an annual operating and capital budget to the Board within the timelines specified in the Finance Committee terms of reference.

Budgeting must reflect the annual plan, risk management and show a generally acceptable level of foresight.

Procedural Guidelines

The budget should:

- Reflect and promote the results sought by the Board as defined in the Charter.

Budget Preparation:

The Senior Management Team, in consultation with the Chair of the Finance Committee, will prepare a draft budget in October of each year. A conservative forecast of available funds to budget will be produced by the Principal and the Chair of the Finance Committee based on student roll projections, the annual increase in special character donations and a MOE calculation of income generated. The draft budget will be closely aligned to any strategic decisions outlined in the Board of Trustees strategic charter and annual plan. Moreover, all foreseeable operational costs will be included to ensure that these areas are well resourced.

Budget Communication:

The draft budget is presented to the Finance Committee for their consideration and approval before the November BOT meeting. Once approved the budget is presented at the November meeting for BOT ratification. Once ratified, the final budget will be shared with the various budget holders who will then begin the process of spending.

Budget Oversight and Control:

The oversight of all budgets rests with the following budget holders: Principal, Deputy Principal, Leaders of Learning and Financial Administrator. Various budget holders will report to the budget overseers in their area of responsibility but the responsibility and accountability to oversee these budgets rests with the budget overseers.

Monthly, financial reports will be provided by the Financial Administrator to each budget overseer outlining expenditure in their area of responsibility and to allow for monitoring of budget holders in their area.

Spending of the budget needs to be divided into thirds with a third being spent in the first third of the year and so forth.

The budget will close in mid-November each year.

Budgets are never to be overspent.

Strategic Planning and Resourcing:

The Principal, in consultation with the Senior Management Team, will annually present a request of extraordinary one off expenses or special projects for the Finance Committee's consideration. At certain stages of the year, the Finance Committee can recommend to the Board for a release of funds as and when finances permit.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date 31 October 2017	Chairperson R Thornton
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Policy: Financial Controls and Reporting

Policy Statement

The Jireh Christian School Board of Trustees recognises its responsibility to ensure that fiscally robust systems are in place, and are monitored, to control school expenditure. In turn, it acknowledges its responsibility to prepare and have audited annually the Annual Accounts which will provide the community and the Ministry of Education with the information which will describe and confirm how government funding, together with local contributions, was disbursed.

Procedural Guidelines

- Cash collection – all cash is collected at the school office and banked on a daily basis
- Receipts are issued at time monies are received and all cash banked into a single bank account
- Wherever possible, all payments are put through a creditors' system
- Staff reimbursements are made weekly by direct credit to staff bank accounts
- Appropriate procedures are in place to ensure that monies are tightly controlled
- A computerised accounting system will operate
- All monies disbursed will have supporting documentation, and must be authorised by the appropriate budget holder and/or the Principal
- Appropriate reconciliations are carried out when appropriate to check correctness of statutory obligations such as ACC, GST, PAYE and also bank reconciliations
- Monthly reports are presented to the Board of Trustees
- Budget holders and Board of Trustee members have read only access to the accounting package Xero
- Annual Accounts are prepared and presented to auditors at appropriate times
- Audited Annual Accounts are adopted and presented to the school community at Board of Trustees' annual meeting

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	31 October 2017	Chairperson	R Thornton
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Policy: Principal's Professional Expenses

Policy Statement

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

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

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	31 October 2017	Chairperson	R Thornton
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Policy: Theft and Fraud Prevention

Policy Statement

The Jireh Christian School Board of Trustees accepts that it has a responsibility to protect the physical and financial resources of the school and that through its chief executive, the Principal, the school has a responsibility to prevent and detect theft and fraudulent actions by persons who are employed or contracted by the school or who are service recipients of the school. The Principal establishes systems and procedures to guard against the actions of theft and fraud and any investigation into theft or fraudulent actions will be conducted in a manner that conforms to the principles of natural justice and is procedurally just and fair.

Procedural Guidelines

- Jireh Christian School's physical resources are kept secure and accounted for
- Jireh Christian School's financial systems are designed to prevent and detect the occurrence of fraud. All such systems must meet the requirements and standards as set out in the Public Finance Act 1989, Section 45C(b) and of generally accepted accounting practice promulgated and supported by the Institute of Chartered Accountants of New Zealand
- Staff are aware of their responsibility to immediately inform the Principal should they suspect or become aware of any improper or fraudulent actions by staff, suppliers, contractors, students or other persons associated with the School
- If an allegation of theft or fraud is made, the Principal is to report the allegation to the Board Chairperson as soon as possible. The Principal will record the details of the allegation, seek a detailed written statement from the person making the allegation, and consult with the Board Chairperson on the appropriate course of action, including invoking any disciplinary procedures or laying a complaint with the NZ Police
- Where the allegation of theft or fraud concerns the Principal, the allegation is to be made to the Board Chairperson who will then investigate such allegation
- Investigations into any alleged theft or fraudulent actions will be conducted in a manner that is procedurally just and fair.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson **R Thornton (Acting)**

Reviewed Date 31 October 2017

Chairperson **R Thornton**

Policy: Asset Management

Policy Statement

Assets must be reasonably protected, maintained and not exposed to unreasonable risk. The Principal is delegated day to day responsibility for ensuring that the programming and funding of general maintenance of the school grounds, buildings, facilities and other assets occurs in order to provide a secure, safe, tidy and hygienic work and learning environment for students and staff. Accordingly, the Principal must ensure that a transparent financial system is in place and that financial delegations are adhered to.

Procedural Guidelines

Staff and Community Use of School Property:

- The use must be in keeping with the special character of the school at all times
- No alcohol, cigarettes or non-prescribed drugs are permitted in the school grounds or property
- All conditions of the school's contents insurance must be met
- Where appropriate the user's own insurers should be contacted to safeguard equipment
- Prior permission to use school property or equipment outside of school hours or to remove equipment from the site must be sought from the Principal in writing, in advance
- Staff using equipment off site must accept full responsibility for safety, repair and insurance against theft, loss and damage
- Staff must be competent and qualified in the use of any school equipment borrowed for use off site.

Property Management:

- Health and safety matters will be overseen by the Principal
- The annual budget will provide for ongoing maintenance to existing plant, equipment and property
- A 10-year long term maintenance plan is provided and updated annually by the Principal, and the property/grounds support staff member
- Any risks related to property will be reported to the Board by the Principal at monthly meetings.

Insurance:

- Personal belongings of teachers need to be covered by their own All-Risks Policy. The school carries its own insurance. However, this will not include teachers' individual valuables. Please take every care of your own valuables, (including money). Do NOT leave your purse or valuables lying around in your classroom or office
- Laptops must not be left in vehicles. If your laptop is stolen from your car you will be required to cover the cost of replacement from your own insurance.

Physical Education Shed:

The staff member in charge of the Physical Education shed is the Sports' Coordinator, who will issue a set of instructions regarding use of sports equipment.

Keys:

The Principal is responsible for the issuing of all keys and security codes. Utmost care must be taken with all keys. All staff are issued with a classroom key and administration area key. This will open their classroom and the main office door. Weekends, early morning and after school the alarms are set and can only be disarmed with a code. All staff are issued with a code.

NB: Take care with the keys. If a key is lost it jeopardises security and may result in a complete change of locks – at great expense costing several thousand dollars.

Lost Property:

Lost items should be reported to the School Office - if theft is suspected then a report should be made to the Principal.

Items found should be taken to the School Office where lost property is kept. Students and parents must have an office staff member present to unlock the drawers and wait while they check for their lost property.

Review schedule: Annually

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
Reviewed	Date 31 October 2017	Chairperson R Thornton

Policy: School Donations

Policy Statement

Jireh Christian School Board of Trustees recognises that school donations are an important source of income and are used to provide, enhance or improve facilities and resources for the school and its students. The school acknowledges its responsibility for setting a suggested donation which is reasonable and affordable for the parent body.

Procedural Guidelines

Any donation or contribution needs to be recorded by and is tax deductible. Attendance dues are compulsory and are paid directly to the Proprietor. Ongoing failure to pay attendance dues may result in the Proprietor requesting the Principal to remove students from the roll.

Activity fees should only be requested sparingly from parents. Fees may be requested for items that involve a take home item, e.g. a clock made in Technology and activities not deemed directly related to the curriculum, e.g. Year 8 camp. Activity costs which directly correspond to learning outcomes need to be carefully managed to ensure that students who either cannot afford or are unwilling to pay the fees are provided with a similar activity at school which can achieve a similar educational outcome.

Review schedule: Annually

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date 31 October 2017	Chairperson R Thornton
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Policy: Bullying

Policy Statement

The Jireh Christian School Board of Trustees seeks to take all responsible steps to develop high standards of behaviour in order to fulfil the charter expectations and the requirements of NAG 5. The Board of Trustees seeks to foster and develop a safe, positive physical and emotional school environment that creates a climate of trust. Students, staff, parents and whanau share the responsibility for making Jireh Christian School a respectful and inclusive environment.

We are committed to ensuring that our school provides an environment free from bullying behaviours. All members of our school community – Board of Trustees, school leaders, teachers, staff, students, parents and whanau should have an understanding of what bullying is; and know what to do when bullying does occur.

Procedural Guidelines

Definition

Bullying behaviour is not an individual action. Our school community agrees that:

- Bullying is deliberate
- Bullying involves a power imbalance
- Bullying has an element of repetition
- Bullying is harmful.

Bullying behaviours can be physical, verbal, social, or emotional and can take place in the physical world or cyber world.

Bullying is not an individual action. It involves up to three parties; initiators, (those doing the bullying), targets, (those being bullied) and often bystanders, (those who witness the bullying).

Bullying may include negative references to race and sexual orientation.

Reporting Procedure for Bullying:

LEVEL 1	Class teacher Leader of Learning Area	Mild
LEVEL 2	Leader of Learning Area	Moderate
LEVEL 3	Deputy Principal of School	Major
LEVEL 4	Principal of school	Severe
LEVEL 5	Principal of school, BOT	Procedural Concerns

Complaints can be made in writing, email, telephonically or in person.

Bullying Prevention

We recognise that real change happens when students, staff, parents, whanau and other members of the community share responsibility for making our school a respectful and inclusive environment. We will:

- Regularly survey our students to access their wellbeing including incidents of bullying
- Identify areas for improvement through the survey findings and develop a bullying prevention action plan
- Regularly promote our expectations and successes in preventing bullying (e.g. in assemblies, newsletters and Facebook, reports to the Board of Trustees)
- Hold professional learning and development on our understanding of bullying prevention and response (staff meetings, parent meetings)
- Actively promote a culture and climate of acceptance, love and respect
- Use a range of activities including curriculum based programmes to develop the ability for students to relate to each other (Kia Kaha, peer mediation, social problem solving solutions, role playing and PeaceMakers)
- Promote digital citizenship throughout ICT and promoting safe use of technology (through our ICT Use Agreement and parent BYOD meetings)
- Support the student-led peer-to-peer initiative.

Bullying Response, for when bullying occurs:

We recognise the importance of consistently responding to all incidents of bullying that have been reported in our school and ensuring that planned interventions are used to respond to these incidents and support all involved. We will support anyone who has been affected by, engaged in or witnessed bullying behaviour.

- A well-known complaints procedure exists to voice concerns
- All reported incidents of bullying will be taken seriously and followed up as appropriate
- An appropriate adult will support the affected students by:
 - Reassuring that they have done the right thing in reporting the incident
 - Using the assessment matrix, record a description of what happened and assess the level of severity
 - Using the quick reference guide, responding to bullying incidents to activate the response and action needed
- We will involve parents and whanau as early as possible and as appropriate
- All more serious incidents will be escalated to Senior Management and we will seek advice and involvement from outside agencies.
- We will provide appropriate support for targets, bystanders and initiators of bullying behaviour
- We will regularly monitor all incidents of bullying and identify patterns of behaviour
- We will endeavour to resolve conflict through a restorative practice approach and adoption of anti-bullying programmes such as Peacemakers.

Raising Awareness:

We recognise the importance of good communication between home and school to promote consistent messages and to ensure that any reported bullying can be recognised and responded to effectively. We will regularly raise the awareness of our school community's approach to bullying and celebrate our positive school culture, for example through parent evenings, assemblies, class-based activities and displays.

Our interaction with our school-wide community will include reports to the Board of Trustees, school newsletters, and information, (including the policy) on the school's website. We will

make the policy and procedures available in multiple formats, (in print, on the web and in school notices and newsletters).

DOs	DON'Ts
<ul style="list-style-type: none"> • Believe and reassure the student/parent • Take the time to gather information such as, frequency, impact, severity • Keep confidential but consult with the counsellor • Ascertain whether you are the right person to deal with this situation, i.e. should this be referred up or down • Ensure the safety of the victim during your investigation • Include the victim/target to work out solutions; this is a teachable moment • Discuss with the student their parents involvement unless this places the student at risk • Enact the plan • Evaluate and check-in with the parent/student in a week • Send notes to the Principal 	<ul style="list-style-type: none"> • Don't overreact • Don't get the victim or perpetrator to leave the class during a lesson • Don't use expressions like, 'harden up,' or 'it's your fault' • Don't minimise the impact of the situation

Bullying Assessment Matrix:

Instructions:

Circle a number (1-3) for severity, impact and frequency.

Add ratings to obtain a total score. Give the incident a red, orange or yellow rating as follows:

- total score of 8-9, rate incident **RED**
- total score of 6-8, rate incident **ORANGE**
- total score of 3-5, rate incident **YELLOW**

*If any domain, (severity, impact, or frequency) has been scored a '3' rate the incident as **RED**.*

	Severity		
	1. Moderate	2. Major	3. Severe
Factors which may DECREASE impact: <ul style="list-style-type: none">• target is resilient and able to manage situation with minimal support• incident is unlikely to recur or be replicated via digital technology• initiator willing to cease behaviour	e.g. physical threats or harm, intimidation, social exclusions, (no sexual element)	e.g. some physical threats or harm, intimidation, sexual statements or threats	Physical harm requiring medical attention, sexual threats or inappropriate sexualised behaviour, statements that may incite suicide
	Impact		
	1. Moderate	2. Major	3. Severe
Factors which may INCREASE impact: <ul style="list-style-type: none">• Vulnerable target, likely to require significant support• Significant impact on other students and the wider school community• Incident replicated or prolonged using digital technology• Similar incident has occurred before (same target and/or initiator)• Incident involves inappropriate sexual behaviour or physical violence• Marked size or age difference between target and imitator	Impact Target likely to cope well and require minimal;/short-term support	Target likely to cope well with a period of additional school-based support	Target vulnerable and/or likely to need ongoing or intensive support from school and/or specialist support
	Frequency		
	1. Moderate	2. Major	3. Severe
	Has never or rarely occurred before and is very unlikely to recur or be digitally replicated	Similar incidents have occurred fewer than 3 times and/or are likely to recur or be digitally replicated	Similar incidents have occurred 3 or more times and/or are very unlikely to recur or be digitally replicated

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson **R Thornton (Acting)**

Reviewed Date 14 November 2017

Chairperson **R Thornton**

Policy: Smoke-Free Environment

Policy Statement

Jireh Christian School recognises its responsibility (under the Smoke-Free Environments Act, 1990) to provide a totally smoke-free environment for students/staff and all personnel at the school including visitors to the school. Under this Act the school recognises that the health and well-being of staff, students and other users of the school may be negatively affected by smoking, and respects the right of employees to a smoke-free environment.

Procedural Guidelines

- Smoking (including e-cigarettes) shall not be permitted anywhere within the buildings or grounds of Jireh Christian School at any time, nor at any official school activity such as field trips, sports events, etc.
- Organisations or individuals using school facilities must agree in writing to comply with this policy as a condition of use.
- Contractors and others working within the school property are to be advised of the school's smoke-free policy and that the policy applies to them whilst on the property.
- Signs shall be displayed at the entrance to the school, the staffroom, in the office foyer and any other place or places that the Board of Trustees may consider appropriate.
- Complaints with regard to this policy should be made in writing to the Principal or their delegated staff member.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	14 th November 2017	Chairperson	R Thornton
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Policy: Health and Safety - Others in the Workplace

Policy

This policy should be read in conjunction with the Health and Safety at Work Act 2016. The Jireh Christian School Board of Trustees is committed to ensuring the health and safety of all workers, students, visitors and contractors by complying with relevant health and safety legislation, regulations, New Zealand standards and approved codes of practice. The Board of Trustees is committed to providing and maintaining a safe and healthy workplace for all workers, students, and other people in the workplace.

Procedural Guidelines

We will achieve this through:

- making health and safety a key part of our role
- working with our workers to improve the health and safety systems at our school
- doing everything reasonably possible to remove or reduce the risk of injury or illness
- making sure all incidents, injuries and near misses are recorded in the appropriate place
- investigating incidents, near misses and reducing the likelihood of them happening again
- having emergency plans and procedures in place
- training everyone about hazards and risks so everyone can work safely
- providing appropriate induction, training and supervision for all new and existing workers
- helping workers who were injured or ill return to work safely
- making sure contractors and sub-contractors working at the school operate in a safe manner.

All workers are encouraged to play a vital and responsible role in maintaining a safe and healthy workplace

through:

- being involved in improving health and safety systems at work
- following all instructions, rules, procedures and safe ways of working
- reporting any pain or discomfort as soon as possible
- reporting all injuries, incidents and near misses
- helping new workers, staff members, trainees and visitors to the workplace understand the safety
- procedures and why they exist
- reporting any health and safety concerns or issues through the reporting system
- keeping the work place tidy to minimise the risk of any trips and falls
- wearing protective clothing and equipment as and when required to minimise your exposure to
- workplace hazards.

Others in the workplace:

All others in the workplace including students and visitors are encouraged to:

- follow all instructions, rules and procedures while in the school grounds

- report all injuries, incidents and near misses to their teacher or other staff members
- wear protective clothing and equipment as and when required to minimise your exposure to hazards while learning

Students are provided with basic health and safety rules, information and training and are encouraged to engage in positive health and safety practices.

Health and safety are everyone's responsibility.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date 14 th November 2017	Chairperson R Thornton
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Policy: School Cyber Safety

Policy Statement

The Jireh Christian School Board of Trustees recognises its responsibility to provide and maintain a safe environment for students and all employees whilst maximising the educational benefits of communication technologies and minimising the risks. Use of the Internet and other communication technologies at Jireh Christian School is to be limited to educational and personal usage appropriate in the School environment. The digital technologies at Jireh Christian School are available to staff and students under the conditions outlined in their Safe Use Agreement (staff) and Digital Citizenship and Responsible Use Student Agreement (students).

Procedural Guidelines

- All students must sign Jireh Christian School's Digital Citizenship and Responsible Use Student Agreement outlining the regulations and conditions under which computers and digital technologies may be used while at school. The agreement must also be signed by a parent/caregiver.
- Students will be supervised while using school facilities; the degree and type of that supervision may vary, dependent on the type of technology concerned, where the equipment is situated and whether or not the activity is occurring in the classroom.
- All staff must sign a Safe Use Agreement which includes details of their professional responsibilities and the limits to their own use of the Internet.
- Educational material on cyber safety will be provided by Management to staff and students and to parents/caregivers. Additional safety education will be delivered, where relevant, through teaching programmes.
- Basic training for staff will be made available by Management, as will appropriate professional development.
- The necessary procedures will be put into place by the school to address cyber safety issues in all venues where the Internet and other communication technologies are accessed by staff or students.
- The school will provide an effective electronic security system, and will continue to refine methods to improve cyber safety.
- The Principal will be responsible for the establishment and maintenance of a cyber safety programme in the school. This responsibility may be delegated to a member of the Senior Leadership Team.

The Board supports the right of the school to check communication technology-related work or data of staff or students at any time, and to carry out a comprehensive investigation of any breaches (actual or suspected) of the school's cyber safety policy. Such breaches will be taken seriously and be dealt with through the school's disciplinary and support systems. If illegal material or activities are suspected, the matter will be reported to the Police or the Department of Internal Affairs Censorship Compliance. Staff will be involved in a random IT equipment audit. Staff network passwords will be changed on a regular basis.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date 14 th November 2017	Chairperson R Thornton
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Policy: Staff IT Equipment Audit

Policy Statement

The Jireh Christian School Board of Trustees recognises its responsibility to comply with the laws/regulations which require employees of establishments/institutions to be subject to, and participate in, Computer Forensic Audits.

Procedural Guidelines

- Staff will be informed that a random Computer Forensic Audit will take place.
- At least one learning area machine per workspace will be audited.
- Random selection of staff is to be made by Senior Management Team.
- A day for the audit will be selected.
- The staff member with IT portfolio is to make contact with the Internet Safety Group to determine current best practice in IT audit procedure.
- The machines that a randomly selected person is responsible for (may be more than one piece of equipment) will then be subject to the audit.
- Machines will be made available to the IT team at a specified time (if desktop) or delivered to IT team (if laptop) immediately upon request. The process to be followed by the contracted audit personnel is as follows:
- The Audit will cover staff PC's and TELA contract laptops.
- Approximately 20% of the total units will be forensically audited.
- The School will identify half of the units to be audited and the contracted audit personnel will choose, on a random basis, the other half.
- The School will supply some technical assistance to the contracted audit personnel on the day of the audit to extract and replace hard drives from computers.
- A verbal report will be required to be given by the contracted audit personnel at the end of the audit, and this will be followed by a written report detailing any issues and recommendations.
- At any other time, the Principal may audit any school computer should there be evidence of suspicion on inappropriate usage. Staff responsible for that computer will be given, in writing, the evidence of suspicion triggering the audit.
- Machines will be searched for unlawful/inappropriate material of usage by the contracted audit personnel under direct visual supervision of at least one other member of staff (ICT Manager or SMT member).
- If illegal material is found, the hard drive will be confiscated and physically taken to the Principal to follow procedures as set out by the Internet Safety Group.
- If inappropriate (lawful) material of usage is found, the staff member is to be disciplined in a manner appropriate to the material found. Nature of discipline will be decided upon with the guidance of the Internet Safety Group or legal advice.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson R Thornton (Acting)

Reviewed Date 14th November 2017

Chairperson R Thornton

Policy: Emergency Evacuation - Fire

Policy Statement

In the event of a fire the staff will ensure as soon as possible all buildings are cleared and that the school assembles in the correct area(s).

Procedural Guidelines

The signal for the evacuation of the school in the event of a fire is a continuous ringing of the bell.

Staff members are responsible for the safe evacuation of their class to the designated assembly area at the end of the court.

Block wardens will ensure their designated area is completely clear of staff and students. They will report to the Admin staff at the Emergency Assembly Point on the court.

Admin staff will notify the Chief Marshall (the Principal or, in her absence, the delegated person) when all reports have been received. The Principal will ensure the Fire Service has been notified per 111 call. She/he will liaise with the Fire Service on their arrival.

The School will be dismissed only after the Fire Service has given the Chief Marshall (the Principal or, in his absence, the delegated person) the all clear.

Each room will contain clear details for the safe emergency evacuation of the school. All detailed procedures for the emergency evacuation of the school are contained in the evacuation documents located in the Principal's office.

Staff members and students are made aware of Emergency Procedures through training in Term 1 of each year.

Specific Procedural Guidelines

When an instruction to evacuate is given:

- All talking stops.
- Stand, put chairs under tables.
- If near open windows or open internal doors, close them.
- Walk (DO NOT RUN) in line through the nearest door. Take nothing with you.
- Last person out to close the door.
- Walk in an orderly fashion without talking, to the assembly area.
- Line up at the assembly area
- Wait there silently until given further instructions.

Teachers:

- (a) Take your class roll on a clipboard with you and check that all students present that day are accounted for. When the register has been checked report to the Chief Warden.
- (b) Do not re-enter the building: if a student is missing report that to the Chief Warden.
- (c) Check the area you are near, toilets etc. so ensure everyone is out of the building

- (d) Do not attempt any fire-fighting or similar action until all students have been accounted for and you have the Chief Warden's agreement.

Administrator:

Dial 111 for appropriate service and check Admin Block, staff toilets and student toilets close to the admin block as instructed by the Chief Warden.

Drill

Evacuation drill is to be held at least once per term.

In the event of a fire the staff will ensure as soon as possible all buildings are cleared and that the school assembles in the correct area(s).

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	14 th November 2017	Chairperson	R Thornton
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Policy: Emergency Procedures – General

Policy Statement

In the event of a disaster or emergency other than fire, the staff will ensure the student(s) is/are, as far as is possible, protected from further dangers.

Procedural Guidelines

Earthquake procedures

In this type of emergency, on-the-spot instructions must come from the teacher in charge of the class. Optimum protection is achieved when the whole body is below desk level. Fractions of a second are crucial. If students are outside the school building or en route to or from school when an earthquake occurs, they should get clear of all buildings and potentially dangerous structures. They should be warned also to keep well clear of all broken or overhead wires.

Earthquake drill

Teachers should use the word “Drop” to indicate the beginning of drill for their classes. The following is the drill to be practised in the classroom:

1. Get under the desk or table if near at hand; otherwise
2. Drop to knees with back to windows and knees together
3. Clasp both hands firmly behind the head, covering the neck
4. Bury face in arms, protecting the head; close eyes tightly
5. Stay in this position until instructed that it is safe to move.

Further instructions would depend upon the extent of damage to buildings and whether evacuation is ordered or not. The signal for the evacuation of the school after an earthquake is a continuous ringing of the bell.

Lockdown & Tsunami

- (i) The Lockdown procedure is actioned at the discretion of the Principal or, in her absence, the person in charge.
- (ii) The alarm is raised by a bell which will ring in a repetitive and intermittent period of 1 minute.
- (iii) If a teacher is in a classroom, they must close and lock all doors and windows, ensure students are away from windows and doors, and are as out-of-sight as possible. The teacher may decide to ask students to go under their desks.
- (iv) Physical Education classes on the field are to secure themselves in the classroom closest to their location. If they are unable to do this, they are to move to the far corner of the field and maintain as low-a-profile as possible.
- (v) Staff are to assist, where practicable, other staff in their immediate area or to make their situation as secure as possible. In doing so the staff member should not leave the actual area.
- (vi) Staff are not to leave rooms or return to teaching until they have been instructed to do so by a member of the Senior Management Team.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson **R Thornton (Acting)**

Reviewed Date 14th November 2017

Chairperson **R Thornton**

Policy: Civil Defence Emergency

Policy Statement

Jireh Christian School recognises its responsibility to ensure the safety of its students and staff in the case of a Civil Defence emergency. In the event of an emergency the safety of the staff and students of the school is paramount.

Procedural Guidelines

- The school will have in place a set of procedures specific to each hazard. The staff will follow the steps to ensure the safety of all concerned.
- The school will follow the Civil Defence Plan contained in the document.
- The school will liaise with the Auckland Council Civil Defence headquarters and other emergency services.
- The School will act as a back-up facility in an emergency.
- Location of Civil Defence Emergency Response documentation to be held at the office and the Principal's office.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	28 th November 2017	Chairperson	R Thornton
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Policy: Accident Reporting and Investigation

Policy Statement

The Jireh Christian School Board of Trustees recognises its responsibility to report all accidents and incidents involving harm to persons and this will be investigated in order to prevent a reoccurrence of similar accidents. Deficiencies will be identified and any remedial action will be implemented.

Procedural Guidelines

Accidents and Accident Reporting

Records of all accidents, cause and treatment should be recorded in the register kept in the sick bay. This is a legal requirement. Any notification to parents of a serious accident or incident should be via a member of the Senior Management Team. The Principal must be informed immediately of any accident to a staff member.

Accidents on School Property

Staff

If you have an accident you must inform the office immediately and complete the accident form so that we have a record for ACC. If the accident is not registered with us, ACC will not pay.

Students

Ensure that the office staff are involved in recording the incident.

Accident/incident reporting

If you have an accident while at school or while on school business, e.g. field trip, sports trip, etc. you must report that accident to the Principal/Deputy Principal. The nature and cause of the accident will be recorded and later evaluated to determine and then eliminate hazards. The accident must also be recorded in order to be eligible for ACC assistance that might later be required. If students have an accident while under your supervision you must also ensure they report to the office for treatment and/or to have the accident/incident recorded. The Health and Safety Act requires that all accidents/incidents which have either harmed or might have harmed employees and students be reported.

Serious Harm Accidents

Where serious harm occurs to either a staff member or student, the Principal/Deputy Principal, (or a Senior Teacher in his/her absence) must be informed as soon as is practicable. The school in this instance is required to notify Workplace New Zealand as soon as possible and submit a written report to them within seven days of the event. "Serious harm" is defined as:

- (a) any of the following conditions that amounts to or results in permanent loss of bodily function, or temporary severe loss of bodily function: respiratory disease, noise-induced hearing loss, neurological disease, cancer, dermatological disease, communicable disease, musculoskeletal disease, illness caused by exposure to infected material, decompression sickness, poisoning, vision impairment, chemical or hot metal burn of eye, penetrating wound of eye, bone fracture, laceration, crushing;
- (b) amputation of body part;

- (c) burns requiring referral to a specialist registered medical practitioner or specialist out-patient clinic;
- (d) loss of consciousness from lack of oxygen;
- (e) loss of consciousness, or acute illness requiring treatment by a registered medical practitioner, from absorption, inhalation, or ingestion, of any substance;
- (f) any harm that causes the person injured to be hospitalised for a period of 48 hours or more, commencing within 7 days of the occurrence of the injury.

Where a person is seriously harmed at a school, the school is required to ensure that no one removes or disturbs any wreckage, article, or thing related to the incident unless it is necessary to:

- (a) save the life of, prevent harm to, or relieve the suffering of, any person; or
- (b) maintain access to an essential service or utility

A Workplace New Zealand inspector or a member of the police must give permission before the accident scene may be disturbed.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	28 th November 2017	Chairperson	R Thornton
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Policy: Education Outside the Classroom (EOTC)

Policy Statement

Jireh Christian School recognises the importance of EOTC. In order to give the opportunity to students to have education outside the classroom which provides learning experiences, which are different from, and/or an extension of those in the classroom, guidelines must be adhered to.

Procedural Guidelines

- EOTC Programmes must have clear and justifiable learning outcomes for students.
- Teachers organising EOTC programmes must use the appropriate forms in the Jireh Christian School Planning Procedures available on the Shared Google My Drive Site
- All EOTC programmes should consider, and comply with, the guidelines and regulations contained in relevant Ministry of Education circulars.
- EOTC Event Proposals go through the Deputy Principal in charge of scheduling for prior approval. For multi-day or high risk events Board of Trustees pre-approval will be sought.
- After prior approval has been granted, detailed planning is documented in liaison with the appropriate Leader of Learning. After approval has been granted by the Leader of Learning, then documentation is submitted to the Deputy Principal for final approval.
- Multi-day or high risk events require final approval from BOT.
- Written permission for student participation must be obtained from parents/caregivers, before any student may participate in an EOTC event outside the school. Teachers in charge of an EOTC event must have student & staff medical and contact details with them at all times.
- When planning EOTC programmes staff must take all costs into account both for the student and the school.
- In order to deliver safe, quality experiences, all risks associated with the EOTC event should be identified and managed. Strategies identified in RAMS forms must be understood by all supervisors involved.
- All EOTC events must have a vehicle available to transport students in an emergency.
- Staff are to have the required level of competence and experience to match the demands of the EOTC activity including dealing with a crisis. Staff are to be adequately trained for the EOTC programmes offered by the school.
- ALL EOTC events must adhere to the Board of Trustees' Policies and Procedures, and School Rules which have been set.

Review schedule:

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017 Chairperson **R Thornton (Acting)**

Reviewed Date 28th November 2017 Chairperson **R Thornton**

Policy: Communicable Diseases

Policy Statement

The Jireh Christian School Board of Trustees recognises its responsibility to provide a healthy and safe environment. This includes protection from those who are carrying, suspected of carrying, or are at risk of carrying, a communicable disease.

Procedural Guidelines

- The school will ensure that all members of the School community are protected as far as possible from infection.
- The school will provide appropriate information to parents, staff and students if and when necessary.
- The school will safeguard the privacy of all members of the School community.
- The school will take opportunities to keep itself informed about communicable diseases.
- Staff will be made familiar with the procedures on handling infectious diseases.
- If a student's health is causing concern, staff will notify the Principal and where a communicable disease is suspected, the appropriate authorities will be notified.
- The school will reserve the right to exclude students who are known to be carrying a communicable disease.
- The school will reserve the right to impose, and enforce, a period of time for incubation on those School personnel (staff and students) when there is a possibility of those personnel carrying a communicable disease.
- Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES		
Date	12 th September 2017	Chairperson R Thornton (Acting)
Reviewed	Date 28 th November 2017	Chairperson R Thornton

Policy: Administering Medication

Policy Statement

Jireh Christian School recognises that the administration staff and nominated staff may be required to administer prescribed medication to students. The School states that it should only be requested to administer medication during the school day in order to ensure that a student's health is not placed in jeopardy.

Procedural Guidelines

- Prescribed medication must initially be given by a medical professional or parents/caregivers.
- Students who require medication, and are away on EOTC activities, must have written consent from parent/caregiver for medication to be administered.
- All requests to administer medication should be in writing from the parent/caregiver.
- Requests to administer medication must be made directly to the admin staff
- The medication must be kept in a locked place.
- The exact dose of medication must be provided to the school by the doctor/parent/caregiver.
- Administering of medication will be recorded by the admin staff.
- Whilst the school will take all reasonable steps to ensure that the student takes the prescribed medication, the final onus for this is on the student, not the school.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson **R Thornton (Acting)**

Reviewed

Date 28th November 2017

Chairperson **R Thornton**

Policy: Child Protection

Policy Statement

Ensuring the wellbeing and safety of children, including the prevention of child abuse or maltreatment is the paramount goal of Jireh Christian School. The interests of the child will be the chief consideration when any action is taken in response to suspected abuse or neglect. This organisation commits to support the statutory agencies (Oranga Tamariki (Ministry for Children) and the New Zealand Police) to investigate abuse and will report suspected cases and concerns to these agencies as per the process listed in Jireh Christian School's Child Protection Procedures. Staff will not assume responsibility beyond the level of experience and training. All staff and volunteers who deal directly with students in an unsupervised manner will be police vetted as part of normal practice. The principle of natural justice shall be applied to all allegations.

Procedural Guidelines

- Staff suspecting that a child is being abused must report their concerns to their Leader of Learning or Deputy Principal who will inform the Principal.
- The Principal will meet with the student to provide support and acquire details.
- Factual written records will be kept detailing all relevant information with dates and times. These records are confidential.
- Wherever possible, staff will have a witness present when listening to a student's disclosure of abuse.
- The Principal will report to an agency with statutory powers to act: Oranga Tamariki (Ministry for Children), or the NZ Police.
- Support will be made available to the child involved, the home, and the class teacher, using the most appropriate personnel (e.g. staff, Special Education Service, Health Nurse).
- Where a report is received by the school from someone outside the school, that person will be directed to contact a helping agency. If necessary, the school may become involved.
- Guardians/Caregivers will be fully informed by the Principal, in consultation with the statutory agency, of alleged abuse, except when it is believed that the child could be put at risk.
- Any agency involved in a case will be responsible for communicating further information to the parents.
- Any alleged abuse of a child by a staff member will be actioned by approaching the Principal who will inform the Board Chair. The staff member will be informed and if it is felt appropriate, released from class. If necessary, action will be taken in line with the relevant Employment Contract and guidelines issued in the School's Trustees' Handbook.
- Periodic training will be offered to appropriate staff on identifying and reporting abuse. Refer "Breaking the Cycle – An Interagency Guide to Child Abuse," Oranga Tamariki (Ministry for Children).
- NZ Police vetting will be required for all non-teaching staff and unsupervised volunteers at Jireh Christian School. Regular volunteers must be police vetted. Non-regular volunteers should be police vetted at the discretion of the Principal. Helpers on camps need to be police vetted. Please submit all names to the Administration staff.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017 Chairperson **R Thornton (Acting)**

Reviewed Date 28th November 2017 Chairperson **R Thornton**

Policy: Police Vetting

Policy Statement

In its role as a good employer, the Board of Trustees of Jireh Christian School is required to ensure that a safe environment is provided by meeting the requirements of the Vulnerable Children Act (2014), the Education Standards Act (2001) and police vetting through the following procedures.

Procedural Guidelines

Police Vetting is required for:

- Non-teaching staff
- Volunteers who have unsupervised access to students e.g. Camp helpers, sports coaches, parent helpers.

If it is not possible to obtain a Police Vet in the required time-frame, provision must be made to ensure the person does not have unsupervised access to students.

Contractors and their employees who regularly work in the school during the day are vetted through the Ministry of Justice.

Police Vetting is NOT required for:

- Volunteers who do not have opportunity for unsupervised access to students
- Contractors who do not regularly work in the school or do not work during the school day.

The vetting of teaching staff is the responsibility of the Education Council. The Principal is the designated person responsible for:

Organising the signing of forms

Receiving the completed vet

Evaluation of the vet

Keeping records of completed Police Vets

Ensuring police vet forms are disposed of safely.

The Principal:

- Is responsible for vetting or viewing checks carried out by contractors working on site.
- Ensures that support staff are police vetted by the school before they can be appointed. They must then be police vetted every three years.
- Will not police vet parents who volunteer to transport students on day trips
- Will ensure that strict confidentiality is observed (s78 CB (3)). The only staff member who will read the police vet is the Principal (the “requestor”).
- Will ensure that the subject of the police vet receives a copy of his/her police vetting and asks the subject to validate the information in the vet if there is anything incorrect or adverse. The subject must be given a reasonable opportunity to validate the information before the Principal can take adverse action.

Education Council (Core Workers):

- Vets teachers every three years when they seek renewal of their teaching registration. The cost is contained in the registration fee.

- Issues Limited Authority to Teach (LAT) to employees and ensures they are treated the same as teachers. The cost is contained in the registration fee.

Support Staff:

- Information on support staff positions that is sent to candidates will include information about the requirements of Police Vetting. A Police Vet form will be included in Welcome Packs for Support Staff appointments.
- When the provisional decision has been made to employ a person they will be asked to complete the details found on the Police Vetting form.
- The support staff member will be requested to provide their driver's licence or passport in order to confirm their identity and complete Police Vetting process.
- The school will complete all details and will then submit the form.
- Only the "requestor" - the Principal - will open the returned information.
- If the vetting is satisfactory the Principal will complete the appointments procedure.
- If the vetting indicates an issue of concern, the Principal will give a copy of the police vet to the applicant who will be asked to validate the information (within a 2 week period).
- If the applicant cannot satisfactorily disprove the police vet, the principal will inform the candidate that he/she cannot be appointed.

Contractors – Non-Core Workers:

- Contractors will be informed that they, and any employee who will be working at the school during school hours and have unsupervised access to children, will be required to be police vetted and that the cost shall be borne by the Contractor.
- The Contractor will be responsible for ensuring that all employees comply with this requirement.
- Contractors and or their employees who refuse to complete this vetting process will not be given access to the school site during school hours or will not be used at all, at the Principal's discretion.
- In the case of individual contractors employed directly by the school on a regular basis will follow the support staff vetting procedures.
- The individual contractor will be requested to provide their driver's licence or passport in order to confirm their identity and complete the Police Vetting process.
- Only the requestor – the Principal – will have access to the returned information.
- If the vetting is satisfactory the principal will advise the Contractor accordingly.
- If the vetting indicates an issue of concern, the Principal will give a copy of the police vet directly to the applicant who will be asked to validate the information (within a 2 week period). If that person cannot satisfactorily explain the outcome of the police vetting then the Principal will then inform that person, and the Contractor, that he/she cannot work at the school. No details will be given to the Contractor.

Volunteers – Non-Core Workers:

- Volunteers will be vetted if they are in a situation that requires them to be left alone with children for more than thirty minutes – a period of "vulnerability" or a "window of opportunity". Volunteers will be vetted by the school.
- Parents who are staying overnight on school trips or camps will also be police vetted by the school. Police vets must be initiated one month before the trip or camp.
- From time to time, parents will be informed of Police Vetting requirements so that they understand both the rationale and procedures to be followed.
- The parent will be requested to provide their driver's licence or passport in order to confirm their identity and complete Police Vetting process.

- Only the requestor – the Principal – will open the returned information. If the vetting is satisfactory the Principal will inform the teacher organising the trip/camp and the parent.
- If the vetting is not satisfactory the Principal will inform the parent and discuss that person's options: either to provide proof that the information is wrong or to withdraw from the trip or camp. At this stage the teacher in charge of the trip or camp will not be informed. If the parent opts to prove the information is wrong, then 2 weeks will be allowed for this.
- If the parent satisfies the Principal that the information is incorrect, and the original vetting report is amended, the parent will be informed that they can continue with the trip/camp. The teacher in charge of the camp will then be informed of the outcome. If the parent cannot disprove the original vetting report, then the teacher in charge of trip or camp will then be informed.

Evaluation of a Negative Police Vet:

If the vet reveals criminal offences or concerns that need to be given consideration, the following factors are to be considered:

- How serious was the offence?
- How long ago was the offending?
- Has a sentence been served, or is there Periodic Detention/Community Service still being served?
- Was it a one-off offence, or is there a pattern of offending?
- What is the employee's/contractor's role in the school, and how does the type of offence relate to it?

The concerns raised by a 'Red Stamp' – Relevant Offences:

- A Red Stamp indicates police have concerns about the person working with children. Individuals will be disqualified from holding positions that require direct contact with children if their criminal records include any of the following:
- Past history of sexual abuse of children
- Conviction for any crime in which children were involved
- History of any violence or sexually exploitative behaviour

Other factors that need to be considered by the Principal/Board when evaluating criminal history records are:

- The circumstances surrounding the conduct in question.
- The age of an individual at the time of the offence.
- Societal conditions that may have contributed to the nature of the conduct.
- The probability that an individual will continue the type of behaviour in question.
- The individual's commitment to rehabilitation and to changing the behaviour in question.

Requirement for Safety Checks:

For all police vetting procedures for core and noncore workers, verification of identity is required. This is to be in the form of two photographic identifications, usually a current New Zealand Driver's licence or passport. The following key components of a safety check as set out in the Regulations are: (i) identity verification, (ii) candidate interviews, (iii) collecting information about work history, (iv) reference checking, (v) information from any relevant professional organisation or registration body and (vi) Police vetting. These elements are used to inform (vii) a risk assessment to inform your employment decisions.

Rights & Privacy:

Applicants have the right to be treated fairly and to have their privacy respected. The information contained in a police vet is confidential, and privacy must be safeguarded at all times.

Police Vetting Register:

The school will operate a Register of all requests made for a police vetting. The headings will include:

- Subject's name/D.O.B.
- Category (support staff, contractor, contractor's employee, volunteer).
- Date posted to Police
- Date the result is received
- Outcome ("pass" or "fail")
- Date the vetting expires
- Comment (for result of appeal etc)

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017 Chairperson **R Thornton (Acting)**

Reviewed Date 28th November 2017 Chairperson **R Thornton**

Policy: Attendance

Policy Statement

Attendance is compulsory for New Zealand citizens and residents aged between 6-16 years. Students are required to attend whenever the school is open (Section 31 of the Education Act 1989). The research tells us that the fewer days students are at school, the less chance they have of achieving. Missing school is not just about missing learning, it's also about all the other opportunities that are missed. At Jireh Christian School we promote the attendance of all students in their class, every school day.

Procedural Guidelines

Class attendance

1. All teachers are responsible for checking attendance in their classes and for ensuring that absences are recorded accurately on the electronic roll.
2. Students are not to be sent outside rooms for disciplinary reasons. Rather, place them with another teacher or send them, as a last resort, with their books, bags and explanatory note to the Principal or Deputy Principal's office where they will be held in a 'time-out' space, awaiting further.
3. Students should be encouraged to use toilets at break times and, not during class times, as far as possible.
4. Teachers should ensure that students who must visit the toilet during class time, return to class promptly.
5. Any student who claims he/she is sick must report to the office. In case of accident or acute illness notify the office and follow first aid procedures. The office may well call parents to collect the student in which case the relevant absence will be noted in the absence book. If a student complains of illness or injury, treat it as genuine and either monitor the situation or send to the sick bay.

Attendance and punctuality

1. All students are expected to be at school whenever the school is officially open unless prevented by illness or for compassionate reasons. Requests for special leave should be directed to the Principal. Parents are requested to notify the school if students are absent. Notes for absence must be brought to the class teacher or office on the first day of a student's return to school or put on the Student Management System, (SMS). The note should contain the date and reason for the absence. All absences will be recorded on the SMS. Parents requesting special leave for family holidays must do so in writing to the Principal.
2. This school has a closed campus. No student may leave the school grounds without permission. For students needing to leave school briefly for a valid reason do so with their parents or designated caregivers. For medical and dental appointments, appointment cards or notes must be presented to the office. In all cases of absence during the day students must sign in using the tablet at reception before leaving and upon returning.
3. Students are expected to be punctual. The school programme starts at 8:55 am and should students should arrive no later than 8.45am. Students who do not get to class before the bell rings at the beginning of school are late for school and must sign in using the tablet at reception. A late pass will be issued for valid reasons. Repeated lateness without valid reasons will be viewed seriously and parents contacted.

4. All requests for extended absence, other than doctor's or dentist's appointment, should be referred to the Deputy Principal or Principal who will respond. NB. Notes for appointments or absence must be retained for the whole year and be available if requested.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date	Chairperson
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Policy: Board of Trustees' Meeting Process and Procedures

Policy Statement

The Board of Trustees acknowledges that it is obliged to comply with the Local Government Official Information and Meetings Act 1987. The Board is furthermore 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.

Procedural Guidelines

Meetings:

1. Are based on a prepared annual agenda. The agenda preparation is the responsibility of the chair. Sufficient copies of the agenda of the open (public) session will be posted on the Board of Trustees' notice Board and available at the meeting place for the public.
2. Are held with the expectation that Trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour.
3. Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Local Government Official Information and Meetings Act. Decisions by the Board are fully recorded but remain confidential. The Board needs to:
 - make the reasons for excluding the public clear
 - reserve the right to include any non-Board member it chooses
4. Can be held via audio, audio and visual, or electronic communication providing:
 - all Trustees who wish to participate in the meeting have access to the technology needed to participate, and
 - a quorum of members can simultaneously communicate with each other throughout the meeting.

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 are held as per the triennial review schedule with dates confirmed each December for the following year.
- Board minutes will be taken by a non-trustee paid on a commercial basis on contract.
- 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. Trustees who miss three consecutive meetings without the prior leave of the Board cease to be members. An apology does not meet the requirement of prior leave. To obtain prior leave a trustee must request leave from the Board at a Board meeting and the Board must make a decision.
- The chair shall be elected at the first meeting of the year except in the general election year where it will be at the first meeting of the newly elected Board.

- The chair may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.
- Any Trustees 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. A pecuniary interest arises when a trustee may be financially advantaged or disadvantaged as a result of decisions made by the Board. E.g. Contracts, pay and conditions etc. A conflict of interest is when an individual trustee could have, or could be thought to have, a personal stake in matters to be considered by the Board.
- Only Trustees have automatic speaking rights.
- The Board delegates [and minutes] powers under Sections 15 and 17 of Education Act to the Disciplinary Committee.
- The Board delegates [and minutes] authority to the deputy Principal in the times of absence of the Principal.

Time of meetings:

- Regular meetings commence at 6.30pm and conclude by 9pm.
- 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 chair signed by at least one third of Trustees 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 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 Board.
- Public attending the meeting are given a notice about their rights regarding attendance at the meeting.

Motions/amendments:

- A motion is a formal proposal for consideration. All motions and amendments moved in debate must be seconded unless moved by the chair and are then open for discussion.
- 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 Trustees can read it if required.

Termination of debate:

All decisions are to be taken by open voting by all Trustees 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 chair 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 chair 7 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 are to carry a recommended course of action and where appropriate be supplemented by supporting material in the agended documentation
- The agenda is to be collated with the agenda items placed in the agenda order and marked with the agenda number
- 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 3 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 chair for approval within 2 working days of the Board meeting before being distributed to Trustees within 5 working days of the meeting.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date 12th September 2017

Chairperson R Thornton (Acting)

Reviewed Date

Chairperson

Policy: Conflict of Interest

Policy Statement

The standard of behaviour expected at Jireh Christian School is that all staff and Board members effectively manage conflicts of interest between the interests of the school on one hand, and personal, professional, and business interests on the other. This includes managing potential and actual conflicts of interest, as well as perceptions of conflicts of interest. The purposes of this policy are to protect the integrity of the school decision-making process, to ensure confidence in the school's ability to protect the integrity and reputations of Board members and meet legislative requirements.

Procedural Guidelines

Upon or before election or appointment, each person will make a full, written disclosure of interests, relationships, and holdings that could potentially result in a conflict of interest. This written disclosure will be kept on file and will be updated as appropriate.

In the course of Board meetings, Board members will disclose any interests in a transaction or decision where their family, and/or partner, employer, or close associates will receive a benefit or gain. After disclosure, the person making the disclosure will be asked to leave the meeting for the discussion and will not be permitted to vote on the question.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES		
Date	12 th September 2017	Chairperson R Thornton (Acting)
Reviewed	Date	Chairperson

Policy: Privacy Act

Policy Statement

The Jireh Christian School Board of Trustees acknowledges that it is required to comply with the provisions of the Privacy Act 1993 in all aspects as they relate to employees and students. They recognise the purpose to promote and protect individual privacy with regard to:

- (i) The collection, use, and disclosure of information relating to individuals.
- (ii) Access by each individual to information relating to that person held by the school.

Procedural Guidelines

The Privacy Officer of Jireh Christian School will be the Principal.

Procedures will be developed to assist the Privacy Officer in the task of ensuring that there is full adherence to the principles contained in the Act.

Procedures will comply with the principles which specify requirements in terms of:

- The purpose of collection of personal information
- The source of personal information
- The provision of full information to the subject
- The manner of collection
- The storage and security of information
- Access to personal information
- Obtaining personal information held about them
- Checking on accuracy
- The holding of information no longer in use
- Limits on use of information
- Limits on disclosure
- Assigning of unique identifiers

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES		
Date	12 th September 2017	Chairperson R Thornton (Acting)
Reviewed	Date	Chairperson

Policy: Protected Disclosure

Policy Statement

Jireh Christian School acknowledges that the Protected Disclosures Act came into force on 1 January 2001 and is applied to every public sector organisation. Therefore, it is the Board's responsibility to have in operation procedures for receiving and dealing with information about serious wrongdoing in, or by, their School. The Jireh Christian School Board of Trustees acknowledges and accepts that the purpose of this policy is to comply with the requirements of the Act to ensure that the School's procedures follow principles of natural justice, to identify those within the School organisation to whom a disclosure may be made, and to outline where disclosures may be made to other persons or organisations. By following the policy all employees will be protected by the following:

- personal grievance provisions of the Employment Relations Act
- the victimisation provisions of the Human Rights Act
- maintenance of confidentiality requirements

Procedural Guidelines

- A protected disclosure is a declaration made by an employee where they believe serious wrongdoing has occurred. Staff members making disclosures will be protected against retaliatory or disciplinary actions and will not be liable for, but is not limited to, civil or criminal proceedings related to the disclosure.
- Serious wrongdoing for the purposes of this policy includes any of the following:
 - unlawful, corrupt or irregular use of public funds or resources
 - an act or omission or conduct which seriously risks public health or safety or the environment; or
 - that is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or
 - constitutes serious risk to the maintenance or law
- Those making the disclosure should ensure that:
 - the information is about serious wrongdoing in or by the School
 - the staff member believes on reasonable grounds the information to be true or is likely to be true
 - the staff member wishes the wrongdoing to be investigated
 - the staff member wishes the disclosure to be protected
- Those who may make a disclosure are:
 - any current employee including the principal
 - any former employee and principals
 - any contractor supplying services to the school
- Staff members who make a disclosure and who have acted in accordance with School procedures related to disclosures:
 - may bring a personal grievance in respect of any retaliatory action from their employers or supervisors
 - may access anti-discrimination provisions of the Human Rights Act in respect of any retaliatory action
 - are not liable to criminal or civil proceedings or to a disciplinary hearing for having made a disclosure or referred to a disclosure
 - will have their disclosure treated with the utmost confidentiality

- The protections provided in Clause 5 of this policy will not be available to employees making allegations they know to be false or where they have acted in bad faith.
- The procedure for handling disclosures by staff members will include details of:
 - how to submit a disclosure, eg use of a specific form
 - what information is to be contained in the disclosure
 - where disclosures are to be sent
 - by whom and by when examination of disclosures is to take place and if deemed necessary a full investigation is to take place
 - how the name of the staff member making a disclosure is to be protected
 - reporting of any investigation conducted
 - making disclosures to other authorities
 - making disclosures to Ministers and Ombudsman
- The procedures for handling disclosures will be publicised to all School employees and will be contained within the School's manual of procedures.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson	R Thornton (Acting)
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Reviewed	Date	Chairperson
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Policy: Physical Restraint

Policy Statement

Serious situations can arise in schools where a student or students risk harm to themselves or others. School staff require safe ways to potentially manage dangerous situations, for the following purposes:

1. To protect the well-being of staff and students.
2. To provide guidelines for the use of physical restraint when it is seen as a last resort.
3. To provide staff with guidelines and ideas for de-escalating serious situations.
4. To record any incidents of physical restraint and provide for debriefing of these incidents.
5. To provide a clear pathway for complaints.
6. To monitor the emotional impact of such an event on staff and students

Procedural Guidelines

Preventative Techniques:

- This is about relationship building, and is particularly important for students who regularly present with high risk behaviours.
- Attempt to understand the student and try to learn the signs of stress or unhappiness.
- Respect the student by: demonstrating that you are there to help; being reasonable; providing choices and compromise while maintaining authority.
- Preserve the student's dignity. This may mean dealing with things in private. Do not mock or treat the matter lightly.

De-escalation Techniques:

- Create space and time: remove the audience; provide physical space; name the emotion calmly (e.g. "I can see that you are very frustrated"); wait.
- Communicate calmly and quietly (even when the student is loud).
- Monitor your own body language and provide opportunity for the student to move out of the situation with dignity.
- When appropriate, give the student clear choices and/or directions, to help them feel more secure and regain control.
- If escalation occurs move further away, have an exit plan and send for help if necessary.

Use physical restraint only when:

- There is imminent danger of physical injury. This can be to the student themselves or others.
- Preventative and de-escalation techniques have not reduced the risk of injury.

Match the physical restraint to the situation:

- Use only where justifiable.
- Use the minimum force necessary.
- Use only for as long as is necessary.

Examples of imminent danger:

- A student moving in with a weapon or something being used as a weapon with a clear intent to harm another person.
- A student physically attacking another person, or is about to.
- A student throwing furniture (for example), throwing equipment, breaking glass close to others.
- A student putting themselves in danger e.g. running on the road, or trying to harm themselves.

Guidance if you have to use physical restraint:

- Ideally, physical restraint should only be used by staff trained in its safe use, and trained in emergency first aid.
- If there is no one with training nearby, and you feel you can use physical restraint safely – both for yourself and the student – use your judgement and intervene.
- If you do not have the skills or confidence, remove the other students and call for help.
- Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains after all alternatives have been explored.

Do not use these restraints:

- Any restraint that inhibits breathing.
- Any restraint that inhibits speaking or the main method of communication e.g. sign language if this is the student's main method to communicate.
- Prone (face-down) physical restraint.
- Pressure points and pain holds.
- Tackling, sitting, lying or kneeling on a student.
- Pressure on the chest or neck.
- Hyperextension (bending back) of joints.
- Headlocks.
- Using force to take/drag a student, who is resisting, to another location.
- Restraint when moving a student from one place to another – trying to get them into a van or taxi, for example – when they are in an escalated state, as this may escalate them further.

Monitoring:

- Monitor continuously while applying the restraint, and stop as soon as the danger has passed.
- Monitor the staff member and student for the rest of the school day. Watch for shock, unnoticed injuries and delayed effects, physical or psychological.

Contact Parents:

- Contact parents or caregivers on the same day, as soon as possible after the incident, so they can monitor their child's wellbeing at home. The Principal will do this.

On the same day:

- Fill out a Physical Restraint Incident Report, discuss this with the Principal, and file a copy with the Principal. (If the Principal is unavailable, see the Deputy Principal or another member of the Senior Management Team).
- The Principal is to contact the parents.

Within two school days of the incident:

- Hold a formal staff debriefing of the incident. Involve any MoE or RTLB practitioners if they are part of the student's team. Involve the Police if they were called to the incident.

- Hold a formal debriefing with the Parents (or caregivers) and the student. The Principal is to decide if the MoE need to be advised and asked for support and assistance.

Individual Behaviour Plan:

If the student is on an Individual Behaviour Plan, or it is felt that one is required, then arrange a meeting with all stakeholders to attend to this, as soon as possible.

Complaint:

If any student, parent or caregiver is dissatisfied with the way an incident has been handled, they are encouraged to follow the school's complaints' procedure.

Note on Seclusion:

- Seclusion is when a student is involuntarily placed alone in a room, at any time or for any duration, from which they cannot freely exit. Even if the door is not locked or blocked, there may be a level of authority or coercion which leads the student to believe that they cannot exit the room.
- Seclusion is not the same as the use of timeout. Timeout can be when a student is asked to leave an activity or area because of their behavior and go to another specified area where they must stay until told they can return. Timeout can also be when a student voluntarily takes themselves to an agreed space. With timeout, the room is not locked, and although the student may well understand that they should stay there, they also realise that they can leave the room at any time if they so choose. The point is that the student has a choice about whether to comply or not.
- Seclusion is not to be used at Jireh Christian School.

Review schedule: Triennially

ADOPTED BY BOARD OF TRUSTEES		
Date 12 th September 2017	Chairperson R Thornton (Acting)	
Reviewed	Date	Chairperson

Policy: Delegations of Authority

Policy Statement

The Board of Jireh Christian School may delegate any of the functions or powers of the Board, either generally or specifically, to any of the following persons by resolution and written notice to the person or persons.

Procedural Guidelines

Delegation of the Principal's Authority

The Principal in his/her absence, has the authority to appoint a Deputy Principal to manage the day to day operations of the school on his/her behalf for periods not exceeding two weeks.

Delegation of the Board Chair's Authority

The Chair authority is delegated to the Deputy Chair if the Chair is unavailable. When the Chair will be unavailable for more than one month, the delegation shall be confirmed by a Board of Trustees' resolution.

Self-Review

The Board of Trustees delegates to the selected members of The Audit and Review Committee the authority to review policies and procedures on behalf of the Board. The Audit Review for each National Administrative Guideline will then be discussed and approved/not approved by the Board of Trustees. The Board Chair will provide a written summary report of the annual appraisal to the full Board within two months of the completion of the report – the summary report will be tabled in-committee.

Principal's Appraisal

The Board Chair is delegated the responsibility for undertaking the Principal's annual appraisal. The Board Chair may employ an external consultant.

Staff Appraisal

The Principal is delegated the responsibility for undertaking annual staff appraisals. In turn the Principal may delegate parts of this task to senior members of staff and/or external consultants.

Staff Appointments

The Principal is delegated full Board authority to appoint staff within the limitations detailed in the procedures for staff appointments. For all tagged teaching positions a Proprietor's Representative on the Board and/or another elected Board member will be given the opportunity to attend the interview.

<u>Position:</u>	<u>Responsible:</u>
Principal	Full Board of Trustees
Senior Management and positions 2 MUs and above, and including the Executive Officer.	Principal and at least two Board members, one of which must be a proprietor's representative.
Administration and ancillary staff	Principal or Deputy Principal and the Executive Officer.

Discretionary Leave

The Principal is delegated full Board authority to grant discretionary leave up to a maximum of five days for teaching staff and full authority to grant leave for support staff. The Principal may delegate this task to the Deputy Principal or Executive Officer.

Attestation of Teacher Performance for Salary Increment

The Board delegates to the Principal the task of the attestation of teacher performance and the signing off of renewal of Teachers' Practising Certificates.

Staff Disciplinary Issues

Support Staff:

The Principal is delegated full Board authority for all employment issues including disciplinary action up to and including dismissal, except in relation to the Executive Officer where the teaching staff processes and delegations apply.

Teaching Staff:

The Principal is delegated authority to investigate complaints and to issue verbal and written warnings as appropriate in accordance with employment law and the relevant Collective Agreement. Any such warnings must be reported to the Board of Trustees at their next meeting. The Principal may suspend any employee during an inquiry or following receipt of a complaint if satisfied that the welfare and/or interests of any student attending the school or of any employee at the school so requires.

Where the initial investigation indicates that there is a serious case to answer, and that it could result in dismissal, the Principal will refer the matter to the Board of Trustees. The Board of Trustees will delegate authority to a Board subcommittee to instigate a formal investigation and decide upon the outcome.

The Principal has delegated authority to instigate competency procedures in relation to teaching staff in accordance with the Primary Teacher's Collective Employment Agreement (PTCEA). Any such procedures must be reported to the Board of Trustees at their next meeting.

The Board of Trustees' Committee

The Board of Trustees delegates to the Chair of the Finance and Property committee, Board of Trustees Chair, Executive Officer and the Principal the authority to make decisions as an executive group on matters of finance only when urgency is required.

Board Chair Financial Delegation

The Board Chair has authority to approve expenditure up to \$500 per month for matters relating to the Board.

Principal's Financial Delegation

The Principal has authority to spend up to the limits of the approved annual budget within respective categories. Accordingly, the limits for the spending of the budget are that it needs to be divided into thirds with a third being spent in the first third of the year and so forth.

Principal's Right to Delegate

The Principal has authority – within the limits imposed above, to delegate spending limits to identified staff.

Principal's Authority to Replace Capital Items

The Principal has authority to replace capital items not approved in the budgeting process on an 'urgent' basis. Power exercised under this authority will be reported to the next meeting of the Board and is limited to \$5000. The Board Chair will be informed immediately. Any item in excess of \$5000 requires the approval of the Finance and Property committee.

Signing Authority

All bank accounts and authorities may be signed on behalf of the Board by any two of the following:

The Principal

Deputy Principal

Executive Officer

Accounts and Payroll Administrator

Board of Trustees' Chairperson

The Chair of the Finance and Property Committee (as an interim measure for the duration of the Establishment Board of Trustees).

Investments

Delegation to invest Board funds is granted to the Principal and the Executive Officer in compliance with the Education Act. Funds may not be invested outside the school's bank unless the Board so authorises.

Payroll

The Principal has authority to administer the payroll (with exception of the Principal's salary). Appointments and resignations will be reported to the next meeting of the Board. Increments will be in accordance with Collective Agreements.

Property Administration

The day to day administration of property is the responsibility of the Principal. In turn the Principal may delegate this task to the Executive Officer.

Property Management

The Principal is delegated the responsibility to manage individually approved projects. In turn the Principal may delegate this task to the Executive Officer. Larger projects may involve an external Property Management Consultant being appointed.

Property Management – Limitations

The Principal has authority to spend up to the limits of the approved budget. Accordingly, the limits for the spending of the budget are that it needs to be divided into thirds with a third being spent in the first third of the year and so forth. External Property Management Consultants will have contractual spending limits within the approved budget for the specific projects.

Discipline Committee Powers

The Board of Trustees delegates to a minimum of any two or more full Board of Trustees members the authority to carry out the role of the discipline committee of the Board of Trustees and make a final decision.

Deputy Principal's Power to Act for the Principal

The Deputy Principal has full authority to act for the Principal in the absence of the Principal for all matters of student discipline.

Emergency Plan Co-ordination

The Principal is delegated responsibility for Emergency Plan Co-ordination; the Principal may delegate this task to a senior member of staff.

Privacy Officer

The Principal is delegated full Board authority to act as the Board's Privacy Officer. The Privacy Officer will implement and/or follow the specific criteria as outlined in the Terms of Reference for this position. The Principal may delegate this task to a senior member of staff.

Overnight Trips

The Board Chair in consultation with the Principal is delegated authority to approve overnight trips that have not been through the usual board procedure. All approvals must be reported to the full Board at the next meeting.

School Closure

The Principal has authority to close the school if necessary due to exceptional circumstances, e.g. on advice of the Ministry of Health around pandemic issues.

Signing Declarations

The Principal can sign declarations on behalf of the Board in relation to information required by the Ministry of Education.

Mandatory Reporting

The Principal is delegated to complete mandatory reports to the Teachers' Council.

Public Relations

The Chair and the Principal are the only members permitted to make press releases or speak to the media on behalf of the school. The Principal may delegate this to relevant staff for the purpose of promoting school and student achievements.

Review schedule: Annually

ADOPTED BY BOARD OF TRUSTEES

Date	12 th September 2017	Chairperson R Thornton (Acting)
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Reviewed	Date	19 th September 2017	Chairperson: R Thornton (Acting)
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Policy: The Strategic Plan: School Charter
