



## BOARD CODE OF CONDUCT POLICY

The purpose of all school boards is to govern the school. As board members, we share the common objectives, as outlined in section 127 of the Education and Training Act 2020, including ensuring that the school gives effect to Te Tiriti o Waitangi. These are not achieved alone, but in partnership with parents/caregivers, whanau, iwi, hapu, communities and students / ākongā.

We act and behave in a manner that demonstrates and promotes these common objectives.

1. I act with high standards of professional and personal integrity, including being honest, open, transparent, and trustworthy.
2. I am culturally responsive and fair - I do not act or advocate in a way that discriminates against, nor act in a way that unjustifiably favours particular individuals, groups, identities or interests.
3. I actively promote a safe school environment – I speak up when I see unethical behaviour. I treat all concerns raised seriously. I encourage an open culture where all staff, communities and students feel safe speaking up.
4. I am respectful of my fellow board members and act consistently with the designated or special character of my school – I follow the board's policies and procedures. I work with my fellow board members in a respectful way, even when we disagree.
5. I respect the process of collective decision-making – I recognize that only a member authorised by the board to do so may speak on behalf of the board. I do not act independently of the board's decisions.
6. I treat school staff, students and members of the principal, staff, students and school volunteers, and members of the school community with courtesy and respect.
7. I take responsibility for ongoing development in my role – I make myself available to undertake appropriate professional development, including a focus on Te Tiriti o Waitangi and good governance.
8. I engage with our community in sensitive and appropriate ways – I work with my fellow board members to authentically engage with all people in our community, including whanau, local Māori communities, iwi and hapu, fairly, impartially. Promptly, sensitively to help inform the decisions we make.
9. I speak up for all students – I put students' wellbeing, progress and achievement first and foremost, unaffected by my personal beliefs or interests.
10. I come prepared – I come to board meetings prepared to fully participate in decision-making.
11. I use my position responsibly – I maintain confidentiality when I receive non-public information gained in the course of my duties and use it only for its intended purpose. I publicly represent the school in a positive manner and do not publicly disclose information that may be harmful to the school. I do not pursue my own interests at the expense of the school or community's interests.
12. I do not seek gifts or favours – I follow our board policy procedures in relation to any offers of gifts or hospitality. I never seek gifts, hospitality or favours for myself, members of my family or other close associates.
13. I am politically impartial in my role as a board member – I do not endorse or campaign for a political party or candidate in my capacity as a school board member.

14. I meet statutory and administrative requirements – I act in accordance with all statutory and administrative requirements relevant to the role of the school board (including as an employer) and will seek guidance and support if and when required.
15. I identify, disclose, manage and regularly review all interests. I become familiar with, and follow, all conflicts of interest requirements, including those of the board, the school and all statutory requirements.
16. Recognise that only the Presiding Member (working within the board's agreed Presiding Member description or delegation) or a delegate working under written delegation, can speak for the board
17. Continually self-monitor their individual performance as trustees against policies and any other current board evaluation tools

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

Review schedule: Triennially

Date of Confirmation by the Board	29 June 2016
Reviewed	26 February 2020
Reviewed	26 February 2023
Reviewed	26 February 2024
Next Review	26 February 2026

**Signature:** \_\_\_\_\_ **Print Name** \_\_\_\_\_

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Review schedule: Triennially

Date of Confirmation by the Board	29 June 2016
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Reviewed	26 February 2023
Next Review	27 February 2024

## BOARD ROLES AND RESPONSIBILITIES POLICY

The board key areas of contribution are:  
Representation, Leadership, Accountability, Employer Role

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

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