



# KING'S S C H O O L

## POLICY MANUAL

2025

v1.4

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# The need for policies at King's School

## The School is founded on clear philosophies and policies

In 1896 Mr Graham Bruce, the Joint Principal of St John's College, founded King's School. His primary objective or aim was "to provide the best education that is possible to obtain."

In 1938 the Prospectus of the School stated: "The School aims at sending on boys who have been soundly established in good habits of thought and work, in learning proper to their ability, and in manners, manliness and strength of character."

In the 1980's the Headmaster, Mr Butler, stated: "In an education system which has tended to chop and change at regular intervals, one of the great assets of an independent School is that it can plot its own course. It is able to take a balanced view of the different thoughts and philosophies, of changes to the curriculum and experiments within the academic framework which have been tried at various stages."

In 2003 the Headmaster, Mr Tony Sissons, introduced a new Strategic Plan:

**Vision:** Develop the **individual talents** of each boy...**for life**

**Mission:** King's School integrates **traditional** values with quality innovative **teaching and learning** in a **Christian** environment, to educate each boy to excel and be effective in **tomorrow's** world.

## Educational Philosophy must be embedded in Practice

To ensure the intention of its founders and the ongoing effectiveness of King's School are achieved, the leadership and management practices must align with the approved procedures and desired outcome.

The statement of Policies of King's School ("the School") provides an operational framework for management. It should provide the basis for effective decision-making and planning in the School. The Policies should be reviewed regularly and referred to regularly. An important measure of the School's administrative effectiveness is its compliance with and regular review of current policies.

## Ratification of Policy and Discipline Committee

The Headmaster will generally prepare policies for discussion with the Board of Governors, whose decision as to the ratification, amendment or rejection of proposed policies shall be final. Suggestions for development of policy may be derived from any person in teaching, management or governance roles in the School. Two Board members along with the Chairman of the Board will make up the Discipline Committee.

# Template for Policy

## POLICY TITLE

### Rationale

Establishes the reason for the establishment of the policy.

### Purpose

Establishes the goals of the policy.

Should answer the question “What is this policy designed to achieve?”

### Guidelines

Establishes what the policy is.

Should answer the question “What is the School Policy on this matter?”

### Outcome

This is a statement that gives an indication as to how successfully a policy has been implemented when compared with the ‘Purpose’ section of the Policy.

A review should answer the question “How well is this policy working?”

# **1. Curriculum Policies**

## **1.1 Curriculum Administration**

### **Rationale**

The School is established, first and foremost, to provide an organisation for the delivery of an agreed curriculum.

### **Purpose**

The orderly functioning of the School is necessary for pupils' welfare and progress. This means that the School's implementation, whether concerned with day-to-day matters or with short and long term planning, should be coherent, relevant and efficient.

The Board must ensure that:

1. Those aspects of the aims and objectives relevant to the implementation of the School are met
2. The School provides a safe orderly environment in which staff members are able to meet their School responsibilities and pupils are able to pursue their learning goals
3. Planning for the School is flexible and realistic
4. Where appropriate and practicable, the School community is consulted about changes in implementation, which have implications for pupil learning opportunities
5. The School's implementation is conducive to the pursuit of equity, excellence and the high morale of staff and pupils.

### **Guidelines**

1. The Board aims to ensure that it meets all legal and other requirements relevant to the School's administration
2. The Headmaster aims to ensure that, as far as it is possible, all staff involved in the implementation of the School Curriculum have access to the information, technology, time and the training necessary for them to meet their requirements
3. The Headmaster aims to ensure that routines are reviewed at appropriate times, to ensure efficient and effective implementation of the curriculum
4. The needs of the School's community as well as those of the staff and pupils should be considered by the Board and Headmaster whenever major implementation changes are planned.

### **Outcome**

- The Board is assured, through appropriate evaluation processes, of the effective leadership and management of the School to achieve exemplary curriculum delivery
- Teachers report that their work is well-resourced and the management fully supports their best professional achievement
- Parents and pupils report that the School is effectively led and efficiently managed.

## 1.2 Curriculum Framework

### Rationale

The Framework:

- Sets out the policy for teaching, learning and assessment. It outlines the principles which are to underpin all teaching and learning at King's School.
- Identifies knowledge, understanding and essential skills which pupils will need to develop from the time they enter School.
- Indicates the place of values and attitudes in the School curriculum.
- Promotes continuity of learning and high levels of achievement for all pupils.

King's School must provide a learning environment that at least meets the minimum requirements of the *New Zealand Curriculum Framework*

### Purpose

- To exceed and extend the delivery of the King's School curriculum beyond the requirements and expectations of the *New Zealand Curriculum Framework*
- To at least meet and strive to exceed the learning principles and aims and objectives set out in the National Curriculum Statements.

### Guidelines

1. Internal and external professional development programmes will be available to the appropriate staff so that they may develop an awareness of the principles, policies, knowledge, understandings, skills, attitudes, values and assessment procedures of
  - a. the *New Zealand Curriculum Framework* and
  - b. the School policies,so that they may be understood as the foundation on which the teaching and learning environment is constructed.
2. All the School practices and procedures will be reviewed regularly, to ensure the delivery of the curriculum meets the expectations of this School and thereby exceeds the expectations of the National Curriculum Statements.
3. All Deans and relevant senior teachers will develop and maintain an outline indicating how the School will implement policy in their syndicate's or subject area's teaching and learning programmes. Progress will be reported to the Headmaster.
4. The Associate Headmaster will monitor the curriculum and report on the standards of achievement and the attainment of seamless delivery of opportunities for learning.

### Outcome

King's School will at least satisfy and, mostly exceed, the requirements of the Ministry of Education in relation to the National Curriculum Statements and the *New Zealand Curriculum Framework*.

## **1.3 Treaty of Waitangi**

### **Rationale**

The Treaty of Waitangi is the founding document of the nation of New Zealand and as such bestows a range of rights and obligations that the School aims to recognise.

### **Purpose**

- To recognise the importance of the Treaty of Waitangi
- To aim to ensure that the curriculum includes a range of perspectives including those of Māori
- To encourage pupils to understand the cultural, economic and political significance of the Treaty for both Maori and all others
- To aim to ensure that staff and pupils will recognise and value the unique position of Maori in New Zealand society and the significance of the Treaty of Waitangi
- To endeavour to provide opportunities for pupils who wish to learn the Maori language and culture.

### **Guidelines**

1. A study of both Maori and Non-Maori life styles, expectations and values both at the time the Treaty was signed, and since, will be incorporated into the appropriate learning areas
2. Promote understanding by pupils of the Treaty and its principles
3. Recognition of the Kapa Haka group as a strong part of the School
4. Natural link to Maori Language as part of Chapel life.

### **Outcome**

The School's principles, policies and practices aim to link with government policies that reflect the Crown's obligations under the Treaty of Waitangi.



## **1.4 Programme Development and Evaluation**

### **Rationale**

In order to provide the finest learning experiences, facilities and environment for pupils to achieve their personal best, the School's teaching programmes will be developed and evaluated on an annual basis.

### **Purpose**

- To ensure that the development of a teaching programme is responsive to the learning needs of pupils and takes into consideration the skills and knowledge offered by other programmes
- To ascertain that suitable teachers are available to develop and teach programmes
- To ensure that suitable teaching resources and space are available to adequately teach programmes
- To ensure that all teaching programmes are evaluated regularly and systematically.

### **Guidelines**

1. The development and implementation of teaching programmes shall be consistent with the School's aims and objectives, special character, curriculum reviews, national requirements, relevant Board Policies; and meet the needs of the pupils and their parents
2. The Headmaster, with the advice and support of the senior staff, has responsibility for the direction, content and implementation of the School's curriculum
3. If a staff member of King's School wishes to recommend the inclusion in the curriculum of courses designed to achieve unit standards or any other national award not currently offered in a teaching programme, such a recommendation must be submitted to the Headmaster
4. The Headmaster, Associate Headmasters and Senior Management Team shall monitor all aspects of the School with a stated educational intent
5. A review of student achievement data shall be completed each year. This process to be carried out in a manner that gives support and encouragement to improve the quality of all programmes. A summary of the data will be provided to the Board.
6. A mutually agreed range of aims, objectives and practices shall be evaluated for Deans and relevant senior teachers, by the Headmaster or the Associate Headmasters.
7. Any new programme of instruction must have the prior approval of the Board of Governors.

### **Outcome**

The development and evaluation of teaching programmes will follow a considered and reasoned procedure to ensure that the learning and teaching needs of pupils and the School are effectively delivered.

## **1.5 Pupil Entry to a Programme**

### **Rationale**

There needs to be a fair and equitable system to permit pupils to enter a particular programme of instruction at the School. Such a system must however take into account the needs and abilities of individual pupils and the School's resources.

### **Purpose**

To ensure that:

- There is a system for establishing and clearly publicising the pupil entry requirements
- There are no unreasonable barriers to pupil entry in a particular programme.

### **Guidelines**

1. Entry into programmes at the School will be open to all pupils who have the prerequisite competencies or give evidence of a reasonable chance of success, as assessed by the teaching staff
2. Pupils who transfer to King's School from another School will enter the level and programme decided by the Headmaster
3. A pupil may study programmes at a variety of class/year levels if, in the decision of the Headmaster, such variety of levels is both desirable and can be provided from within the School's resources for the pupil concerned. Where necessary and possible, programmes will be arranged to best suit the pupil's level
4. Pupils selected for entry to King's School at levels other than the transition or first year, shall have their proven skills and knowledge reviewed by the Headmaster.
5. Pupil achievement will be tracked from year to year and this information will be used to assist the placement of pupils into appropriate programmes of study
6. Information on all teaching programmes will be available to parents as well as pupils.

### **Outcome**

Pupils and their parents will understand the process governing admission of pupils to programmes of study and can be satisfied that they have been properly informed and advised.

## **1.6 Targeted Teaching & Learning (TTL)**

### **Rationale**

Pupils at King's School are entitled to educational opportunities appropriate to their needs and abilities.

### **Purpose**

To identify boys who require learning support and to design suitable learning programmes to enable them to achieve their potential.

### **Definition**

*"TTL"* refers to the provision of teaching and resources to meet the needs of pupils who otherwise might not be able to achieve their full learning potential. This category includes pupils who are in some way impaired in their learning as well as those who have a particular talent or gift in learning.

### **Guidelines**

Pupils requiring learning support will:

1. Be identified at the earliest stage possible
2. Be assessed by appropriate staff or external agencies, with a report to be sent to the Headmaster and parents of the pupil
3. Have programmes that cater for their needs and enable them to achieve their potential, as identified by formal assessment and reporting
4. Be assessed regularly, to ensure that progress is on-going and the programme is effective
5. Have reports prepared on their progress sent to parents as frequently as necessary to ensure parents are well-advised of progress
6. Be the subject of regular liaison meetings between their classroom teachers, the Dean, the Lead Teacher and the TTL Staff as appropriate.

### **Outcome**

- Appropriate programmes are in place to provide for the learning needs of pupils who otherwise might not be able to achieve their full learning potential
- Staff and parents understand how boys are identified and the purpose and progress of the Learning Support Programme.
- Regular communication between home and School informs parents of the progress of their child in the programme designed for him.

## **1.7 Recognition of Prior Learning**

### **Rationale**

From time to time the School may enrol pupils from other Schools and other education systems. Such pupils must be treated in a fair and consistent way to ensure that they are admitted to the appropriate programmes they might be eligible to enter.

### **Purpose**

To ensure that there are procedures for fairly and consistently dealing with the recognition of prior learning.

### **Guidelines**

1. There is an expectation that upon enrolment Parents will provide the School with accurate and detailed information regarding the boy's previous Schooling
2. There will be a process for pupils who enter the School to have their proven skills and knowledge formally recognised
3. The results of this process will determine the type, extent and level of programme to be entered by the pupil
4. Any additional costs to be incurred specifically in order for the pupil to be placed in a programme best suited to his needs, will be notified to the parent or care-giver who shall be required to meet the cost upon acceptance of a position at the School
5. The pupil's learning will be assessed by the Headmaster or the staff delegated to the task by the Headmaster, who will consult available records and, if necessary, arrange for assessments to be made by appropriate Deans and relevant senior teachers, subject specialists or outside experts. Depending on the results of this process the pupil will then be placed in the appropriate programme.

### **Outcome**

Staff will have recognised and have tracked prior learning and will therefore have a clear understanding of the levels a pupil is working at.

## **1.8 Assessment & Reporting**

### **Rationale**

Assessment is a fundamental and important part of the operation of the School. Assessment provides evidence for learners, parents and teachers, that the learning needs of pupils are being met by effective and appropriate teaching programmes. It is important that this process be fair and provide as accurate a portrayal of the abilities of pupils as is possible.

### **Purpose**

To ensure that:

- Assessment procedures are in accordance with all requirements, are clearly understood, fair to all members of the School community and are dependable and useful
- Assessment is always an integral part of the teaching-learning process
- The learning outcome is identified first and then an assessment method appropriate to that purpose is selected
- All assessments are designed to encourage learners
- All assessments are free from bias
- A suitable range of assessment procedures and methods are used to cater for pupils with special learning needs
- Assessment procedures address the essential learning areas and skills
- Assessment procedures provide the basis for reporting to parents on pupil progress.

### **Guidelines**

1. The School will have a system in place for ensuring that assessment is fair and consistent
2. Each pupil will be provided with suitable documentation to keep him and his parents fully informed of his progress
3. Diagnostic, formative and summative assessment procedures will be in place to constantly monitor the needs, progress and achievement levels of all learners
4. All assessment tasks are to measure achievement or competency in relation to stated performance criteria
5. Each syndicate and/or subject area will have clearly publicised procedures to ensure that all assessments submitted by a pupil are that pupil's own work, are started and completed in one academic year, and are completed within the time stipulated for the assessment
6. Appropriate arrangements will be made for assessments for pupils with special needs or in cases where a pupil is unable to complete the assessment due to exceptional circumstances
7. Procedures to ensure that each teacher's assessments and judgements are fair and consistent will be the responsibility of the appropriate syndicate Dean or senior subject specialist teacher
8. There will be clearly known procedures relating to the opportunities for re-assessment
9. The process for recording and refining assessment information must be efficient and accurate
10. There will be regular opportunities for staff training and development in issues relating to assessment
11. All assessments will be free from any form of bias or prejudicial language.

### **Outcome**

Assessment procedures within the School will be regarded as fair and will meet the requirements of all relevant agencies.

Assessment will be a positive and integral part of the teaching-learning process and it will contribute both to an understanding of an individual learner's progress and as an aid to the development of further progress.

## **2. Pastoral Care and Guidance Policies**

### **2.1 Equal Educational Opportunities**

#### **Rationale**

As an educational institution the School has an obligation to provide equal access to learning opportunities for all its pupils and to do its best to enable pupils to reach their maximum learning potential. The School's special character means that it must have a particular concern to ensure that all its pupils are treated fairly and with respect.

#### **Purpose**

To give all pupils equal opportunities to learn, realise and achieve their potential, and to develop as individuals irrespective of ethnic, religious, cultural, social or family background.

#### **Guidelines**

1. The School will:
  - Assess the individual learning needs of all incoming and present pupils at least annually and develop teaching and learning programmes suitable to the needs of pupils
  - Make appropriate tuition available to any pupils requiring extra assistance
  - Involve parents, as appropriate, in developing individual education programmes and report to them on progress
  - Provide a curriculum that maximises the educational opportunities for all pupils
  - Provide a learning environment that recognises and, as far as possible, provides for individual differences
  - Ensure that all teaching programmes, and the supporting resources are free from discrimination
  - At all times encourage the recognition and encouragement of diversity.
2. The Board shall provide appropriate facilities and resources to ensure that all pupils have equitable access to the School's learning programmes.

#### **Outcome**

All pupils will be provided with equal opportunities to learn and develop.

## **2.2 Special Character of King's School**

### **2.2.1 Centrality of the Special Character of the School**

#### **Rationale**

King's School is an independent boys' School with a close association with the Anglican Diocese of Auckland. The Christian faith, expressed in and through the Anglican tradition, is central to all teaching and learning in the School.

#### **Purpose**

To provide a framework for the effective delivery of the curriculum in accordance with the special character of King's School, in terms of values upheld, content, and style of teaching and learning.

#### **Guidelines**

1. Teaching staff will fully accept and comply with the need to work within the beliefs and expectations of the special character of the School
2. All pupils and staff will fully accept and support the special character of the School, by their attendance at lessons of religious instruction ("Christian Education"), Chapel and other services of worship as set down in the School's calendar and weekly timetable
3. All conduct and value judgements by members of King's School will aim to positively affirm the special character of the School and the values espoused by the School as part of its special character.

#### **Outcome**

The unity of the School around its central and declared special character will be a major strength in the effective delivery of a soundly-based and world-class curriculum.

## **2.2.2 Values**

### **Rationale**

The School's effective operation is dependent on the clear statement and wide acceptance of core values and principles on which all behaviour by members of the School's community will be modelled and according to which the conduct of all members of the School's community will be judged.

### **Purpose**

To list a clear statement of the values the School holds as self-evident for its effective maintenance of good order and professional delivery of its services.

The Values of King's School are

- Thankfulness
- Persistence
- Unselfishness
- Fairness
- Honesty
- Kindness
- Gentleness
- Purpose

### **Guidelines**

- The Values will be described regularly to pupils and parents throughout the year
- Evaluation of the effectiveness of the promotion of the School's Values will be made through regular review of the culture of the School. The "culture" of the School is to be generally defined as "the way things are done at the School", as reflected in behaviour, conduct towards each other and towards those from other Schools, communities and backgrounds.

### **Outcome**

Members of the King's School family will be encouraged to consider their actions and attitudes alongside these core values, as they engage in all aspects of life within and beyond the School community.



### **2.2.3 Chapel**

#### **Rationale**

The Chapel is both a sacred and a central place in the life of King's School.

#### **Purpose**

To ensure the place and role of the Chapel is clear to all associated with King's School.

#### **Guidelines**

- Participation in the life of the Chapel is a normal and expected part of the life of King's School and presents an opportunity to offer worship, praise and thanksgiving to God
- Chapel worship will provide the foundations for the teaching of the core values of King's School
- The life of the Chapel will establish opportunities for the understanding and commitment to God as Creator, Redeemer and Giver of Life
- The Chapel is a sacred place and shall, at all times, be accorded the respect and reverence rightly ascribed to that which is sacred
- Services of worship in the Chapel will be provided for all members of the School at times and occasions set down in the calendar of the School.
- The Chaplain will have responsibility for arranging services of worship in the Chapel of the Holy Child, with the involvement of staff, pupils, and other members of the School community

#### **Outcome**

Members of the King's School family will be challenged to consider spiritual values contained within the Christian teachings and traditions in such a way that the highest ethical and spiritual aspirations of the School will be modelled in their conduct.

## **2.2.4 Chaplaincy**

### **Rationale**

The appointment of a Chaplain as a member of the School staff is a reflection of the existence of the School Chapel, the connection with the Anglican Diocese of Auckland and the intention for the School to be a community of faith for all its members.

### **Purpose**

To provide a framework for the effective employment and active service of a Chaplain in the life of King's School.

### **Guidelines**

- The Chaplain will have responsibility for arranging services of worship in the Chapel of the Holy Child, with the involvement of staff, pupils, and other members of the School community
- The Headmaster, in consultation with the Bishop of Auckland, will appoint the Chaplain, who shall be an ordained Anglican priest
- The Chaplain will maintain an active involvement in wider Diocesan life to ensure that the relationship between the School and the Diocese of Auckland is well aligned
- The Chaplain shall have oversight of the teaching and resourcing of the Christian Education curriculum, in order to encourage a deeper understanding of the Christian faith
- The Headmaster shall consult with and gain the agreement of the Chaplain with respect to the employment of any teacher of Christian Education
- The Chaplain shall have the responsibility for pastoral care for the School community, including pupils, staff, old boys and families associated with the School
- The Chaplain will be able to offer support as a priest for staff, pupils, their families and the wider community of King's School
- The Chaplain will minister within the School to encourage an understanding that all we do should reflect our intention to offer everything in the School life to the Glory of God.

### **Outcome**

The engagement of the Chaplain in the life of King's School ensures that the School will provide its unique services under the terms of its special character and in relationship with the Anglican Diocese of Auckland.

## **2.3 Guidance Network**

### **Rationale**

There are two educative aspects in any School. The first has to do with delivery of an agreed curriculum. The other relates to the guidance and enabling of children toward the achievement of their potential through effective guidance systems.

### **Purpose**

To provide a framework for the guidance of pupils such that they are able to achieve their potential during and beyond primary School days. The term “guidance” refers to all those interactions within the School environment encouraging and motivating students towards the achievement of positive and acceptable outcomes in all their endeavours.

### **Guidelines**

- Clear and succinct statements about the School’s expectations in all areas will be communicated regularly
- Roles of the teachers, senior staff, Chaplain and Headmaster will be defined in relation to dealing with matters of concern or conduct that falls short of expectations
- Contact with agencies outside the School will be in exceptional circumstances and only with the approval of the Headmaster and, as appropriate, the parent or parents of the child
- Every pupil will be supported throughout his education to achieve high self-esteem, strong positive affirmation of his potential, and the willingness to try his best in any constructive endeavour without fear of failure or disgrace for trying
- At all times this policy will be in line with [The Children’s Act of 2014](#)

### **Outcome**

Pupils will be encouraged to develop a high degree of civic responsibility, independence of thought and action, and mature interpersonal relationships through an effective system of guidance provided in a timely and appropriate manner.

## **2.4 House System**

### **Rationale**

King's School has a well-established House system. It is an important traditional element of the School. The life and work of the School's House system needs to be fostered, to ensure it promotes the high standards expected in the School. It must also balance the changing needs of generations of pupils with the essentially stable and consistent ethos and values of the School.

### **Purpose**

To clarify the potential benefits and ongoing value of the division of the School into six Houses.

### **Guidelines**

- There are six Houses, named after people of significance in the history of the School
- The Houses compete across a range of activities and endeavours. Such competition is designed to produce high positive endeavour and the fostering of achievement of excellence
- Houses will be led by staff appointed as House Directors, with other staff allocated to assist in each House, supporting the goals and aspirations of their House
- Pupils will be allocated to the House of their nearest relative (father, brother, etc.), thereby maintaining a sense of history and family connection to the School
- Pupils will be encouraged to find in their House the opportunity to excel, to receive support and counsel, and to enjoy the unity of striving to achieve an agreed common purpose
- All pupils will be taught to appreciate the high standards achieved in Houses other than their own, recognising the example of excellence such achievements provide
- Recognition of Houses shall be frequent and public, to encourage among pupils a strong sense of identification with the name, reputation and achievements of their Houses.

### **Outcome**

The House system of the School will provide a strong identity and place of standing within the School for every pupil.

## **2.5 Role Models**

### **Rationale**

Pupils of King's School are made aware of the values and expectations of the School. All behaviour of significant adults in the School should reinforce the importance and upholding of those expectations. In that way, the pupils experience consistency of commitment to standards rather than conformity for its own sake.

### **Purpose**

To enhance pupil learning by providing positive role models within the School.

### **Guidelines**

1. The Board will consider the importance of the models when employing the Headmaster, particularly in relation to the special character of the School
2. The Headmaster will consider the importance of role models when employing staff, particularly in relation to the special character of the School
3. The Headmaster and staff will ensure that speakers/performers/performances invited into the School will provide an appropriate role model and cultural mix for pupils
4. The standard of dress and presentation of the staff of the School should encourage pupils to take a pride in their personal appearance
5. Where appropriate, an emphasis on positive role models will be encouraged in the selection of learning resources
6. The School expects the highest standards of personal and professional conduct from its staff
7. Alcohol will not be consumed in the presence of students
8. Care will be taken to ensure appropriate language is used in the presence of students

### **Outcome**

The pupils will understand and model the highest standards of behaviour, dress and deportment espoused by King's School.

## **2.6 Code of Behaviour**

### **Rationale**

A School needs a set of behavioural guidelines to guide and encourage appropriate behaviour and which are understood by the School community.

### **Purpose**

- To maintain a Code of Behaviour
- To provide a suitable and secure environment for learning and teaching

### **Guidelines**

1. The Headmaster will provide a set of School conditions which outline acceptable behaviour and dress of pupils. These are outlined in the Policy Document which is available to parents on the school website.
2. The Code of Behaviour is based on criteria that are clear, easily understood, and which encourage pupils to monitor and take responsibility for their own behaviour. The following is a guide as to the types of behaviour and expectations for students and staff.
  - a) The Golden Rule forms a key to how students and staff should behave. (There are clear guidelines for any boy and staff member with regard to bullying. Fighting is also not permitted)
  - b) Bad language is not acceptable
  - c) Students must not climb obstacles which are above 1 metre in height unless they are part of the adventure playground or supervised by staff members
  - d) Students must not run around the school unless supervised by staff members
  - e) ELC – Year 2 must stay in their play area unless supervised by staff members
  - f) Out of bounds areas are clearly notified to the students by teachers and duty staff

### **3 School Conditions**

Goodwill, co-operation and common sense are the basis of the School's operation as a community.

### **Outcome**

All members of the School community will have a clear idea of the behavioural requirements of the School.

The School will provide a safe and secure learning environment in which pupils are encouraged to maintain high standards of behaviour and to take responsibility for their own actions.

## **2.7 Uniform**

### **Rationale**

King's School requires its pupils to wear regulation school uniform, believing that it develops a sense of identity and pride in appearance, as well as providing a practical means of dress.

### **Purpose**

- To maintain a standard of dress for all pupils
- To encourage all pupils to wear the uniform with pride
- To represent the School's high standards in the presentation of uniform while at and travelling to and from the School or events including the School pupils
- To update uniform items as necessary
- To provide a clear outline of the School's requirements in respect of uniform for pupils
- To ensure that the School uniform is available for purchase at reasonable prices.

### **Guidelines**

1. An up-to-date list of the School uniform shall be available on the School's website
2. The School shall have guidelines for the correct wearing of all items of the uniform
3. All staff will be vigilant about insisting on a correct standard of uniform dress. The wearing of School uniform will be monitored in order to ensure that the appearance of pupils reflects positively on them and the School
4. The Headmaster will inform all new parents and pupils of uniform requirements and remind the School community as a whole of these requirements at regular intervals
5. The School uniform is determined by the Board and covers day-to-day School clothing, physical education and sports gear, including all uniforms worn by teams representing the School
6. Any item of clothing worn by groups of pupils representing the School, which includes any promotional or sponsorship material, must have the approval of the Board
7. The School will make the uniforms available for purchase and at all times will aim to ensure costs are kept to a minimum. The School will also run a second-hand uniform sale on a regular basis.

### **Outcome**

The personal appearance of each pupil reflects creditably on the School, both inside and outside the School gates.

## **2.8 Physical Restraint**

### **Rationale**

To aim to ensure we have procedures in place for managing student behaviour and guidelines around the care and management of students in line with Ministry of Education | Te Tāhuhu o te Mātauranga: [Student behaviour - help and guidance](#)

### **Purpose**

To safeguard the wellbeing of students, staff, and others whenever behaviour management issues arise.

### **Guidelines**

1. Staff use de-escalation techniques if a student's behaviour is becoming out of control and/or poses a danger to themselves or others. However, in an emergency situation, it may be necessary to use physical restraint. This is a serious intervention and used only when there is a high likelihood that the student will injure a staff member, another student, themselves, or others. It may be necessary to move people out of the area to de-escalate the situation and keep them safe.
2. All teaching staff are authorised to apply restraint. Non-teaching staff may apply restraint if they have been authorised, in writing, by the Headmaster.
3. If physical restraint is warranted, the level of restraint should be proportional to the level of risk the student or their behaviour poses, and should end as soon as the safety of everyone involved is assured. The student's physical and psychological state should be monitored during the restraint. The student, and the person who applied the physical restraint, should be monitored for signs of distress or shock in the aftermath of the incident.
4. The Headmaster shall be advised immediately if physical restraint has been used. The Headmaster will advise the Chair of Governors.
5. The School will debrief after any incident and examine the events leading up to it, the interventions used, and what could have been done differently. The Ministry of Education, and the board will be notified of any incident involving physical restraint.
6. Parents/caregivers whose child was involved in the incident will be notified as soon as practically possible. They will be invited to offer suggestions to avoid the use of restraint in the management of their child's behaviour. Any complaints from parents will be dealt with through the School's complaints process.
7. Students with high-risk behaviours should have an Individual Behaviour Plan in place. Key staff members and parents/caregivers are involved in the development of the plan. All staff working with the particular student are fully briefed on the agreed protocols in the plan, and all staff are made aware that there is an Individual Behaviour Plan in place for the student.
8. Monitoring the use of physical restraint  
The School will report all incidents of restraint by using an incident of physical restraint form (held by the School Nurse). The Headmaster will monitor the use of physical restraint and collate information about any incidents. The Headmaster will share this information with the board through the Headmaster's report at board meetings.
9. Physical restraint forms and debriefs  
The Guidelines for Registered Schools in New Zealand on the Use of Physical Restraint includes reporting and debriefing forms.

### **Outcome**

Staff will have a clear understanding of how and when it is appropriate to physically restrain a student.



## **2.9 Pupil Protection**

### **Rationale**

King's School aims to ensure the safety, health and security of all children attending or visiting the School by establishing and maintaining open and accountable child-centred policies, practices and decision-making. The King's School Board, management team and staff will prioritise at all times the provision and support of a safe and secure School environment that can be trusted by all students and visiting children and their families.

### **Purpose**

We recognise and support the importance of involving family in decision-making about their children, and will involve children in decision-making about themselves in age-appropriate ways. We acknowledge that child protection is everyone's responsibility.

"Child", in the context of our School's child protection policies, means a child or young person aged under 18 years (who is not married or in a civil union) – Children and Family's Act 2014. Our child protection policies apply to School staff, students, contractors, and volunteers.

### **Guidelines : Abuse**

- 1.1 We take the safety and security of students seriously, and aim to respond to any concerns that are raised quickly and appropriately.
- 1.2 Prevention and early intervention are important, and we will use the least intrusive intervention actions possible to protect vulnerable children.
- 1.3 We promote a culture where management and staff feel confident to challenge poor practices, behaviours and decision-making, and are encouraged to raise issues or concerns without fear of reprisal.
- 1.4 We share information with appropriate agencies if sharing that information will protect or improve the safety, health, or wellbeing of a child. By law, we can share information with the police and Oranga Tamariki – Ministry for Children. Parents will be informed, except where the pupil's welfare is likely to be threatened.
- 1.5 King's School has a designated person responsible for its child protection policies. Our designated person is the Headmaster, and he is the primary point of contact for concerns about a child, including concerns about abuse or neglect. In the absence of the Headmaster, the Associate Headmaster will be the point of contact.
- 1.6 When dealing with alleged child abuse, the Headmaster will have the discretion to involve other people who have experience and credibility to assist, subject to the requirements of privacy and confidentiality.
- 1.7 The Headmaster will report any case of alleged child abuse to the Board at their next meeting, or earlier if there is any concern or doubt about the proposed course of action.

### **Guidelines : Security at School**

- 2.1 Access to the School during the School day will be only through appropriately supervised entries which, for most of the time, will be at the Main entrance (Gate 2) or through Gate 1 and 9
- 2.2 Security identification must be worn by contractors to the School
- 2.3 Any unidentified person on the School grounds during the School day is to be escorted to the Main Office by a staff member. Pupils are to be encouraged to advise staff at the earliest opportunity of any unidentified person in the School grounds.

### **Outcome**

The School aims to keep students safe and secure at all times. The School will comply with its legal obligations and act for the benefit of the pupils enrolled at the School.

## **2.9.1 Abuse Recognition and Reporting**

### **Rationale**

King's School is committed to the care and protection of its students, including students who are visiting the School.

### **Purpose**

Management and staff will be alert, receptive and sensitive to students' actions and behaviour, including when students choose to share information with them so that students feel listened to, respected and believed.

### **Guidelines**

1. Management and staff members are trained to consider the overall safety, security, wellbeing and risk of harm to a child, which includes recognising the definitions, indications and symptoms of neglect, and physical, sexual or emotional abuse.
2. Management and staff will be attentive to the actions and behaviours of children, with the aim of identifying when something is not right, especially if they notice a pattern, or several signs or warnings that may make them concerned. Taking into consideration the need to avoid adhering to stereotypes and making assumptions, staff should feel empowered to report to the designated person any suspected indications of abuse or neglect, even if they are not certain, or when patterns of behaviour or symptoms are subtle.
3. All management and staff will be familiarised with the School's child protection policies and procedures, and abuse recognition and reporting procedures as part of their Induction and Professional Development. Safe Practice will also be reinforced annually in School Health and Safety briefings.
4. Students should be advised and know what to do and who to talk to if they are being harmed, feel uncomfortable, or want to share information about abuse or neglect of themselves or others.

### **Acting on concerns**

The Oranga Tamariki Act 1989, defines child abuse as "the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person".

- If a concern about a child does not amount to a suspicion of abuse or neglect, the School may choose to involve and work with community social service providers to identify and address the needs of the child.
- If a concern does amount to a suspicion of abuse or neglect see Paragraphs 6 and 7 below.
- Unless the information was disclosed or supplied in bad faith, the person making the disclosure cannot be prosecuted.

### **Responding to a child**

- Listen to the student and reassure them, but do not make any promises or commitments that cannot be kept
- Ask open-ended questions. Do not formally interview the student. Only obtain necessary and relevant facts. Record in writing word-for-word what the student says. Include the date, time, and who was present, in any written notes.
- If you believe a student is being abused or neglected, act immediately to ensure their safety.
- Inform the Headmaster and agree on an appropriate course of action in a timely manner. Alternatively, inform the Associate Headmaster if this is more appropriate.

- Ensure the student is supported and there is a responsible adult at the School who is available to support the student throughout any investigation, and afterwards.

#### Reporting concerns

In addition to reporting to the Headmaster or Associate Headmaster, any person can make a direct referral to the Police, or Oranga Tamariki – Ministry for Children if they believe a child is being abused.

- Making a referral to Oranga Tamariki – Ministry for Children:
  - for an urgent referral, call the Contact Centre 0508 EDASSIST (0508 332 774), or the Police.
  - for a non-urgent referral, follow the process on the Childrens' Team (referrals) section of the website.
- After making the referral, get support for yourself, if needed.
- Deciding when and who will inform the parent(s) and/or caregiver will be determined by Oranga Tamariki – Ministry for Children and the Police, in consultation with the School.
- The Headmaster will advise the Board.

#### Outcome:

Management and staff will aim to identify when a student is being abused or neglected and will report their concerns appropriately. The School aims to keep students safe and secure at all times.

## **2.10 Bullying**

### **Rationale**

King's School aims to be proactive in the prevention of bullying, and will seek to create an environment where students and staff treat each other with respect and in the way they would like to be treated themselves. The School also undertakes to implement the following procedures if and when an incident or alleged incident occurs.

### **Definition of bullying**

Bullying is the inappropriate use of power by an individual or group, with intent to injure, either physically or emotionally. This includes using technology inappropriately. It is usually deliberate and repetitive.

The bullying may be physical or psychological (verbal and non-verbal). Physical bullying includes pushing, hitting, punching, kicking or any other action causing hurt or injury. Verbal bullying includes insults, taunts, threats and ridicules. Psychological bullying includes physical intimidation and/or ostracism.

Indirect bullying includes the spreading of rumours or generally undermining the feeling of security and self-esteem of a student or staff member. This includes intentionally leaving someone out. Interference with, or damage to personal property may also be bullying.

### **Purpose**

- To provide a School environment free from all forms of bullying. This policy also applies to student behaviour outside of School hours and off site.
- To establish procedures which ensure that incidents of bullying are identified and addressed expeditiously, in a fair and equitable manner.

### **Guidelines**

King's School position on bullying:

- All students have the right to be free from bullying
- Any form of bullying is contrary to King's School's philosophy and will not be tolerated
- A student has the right to seek assistance and support as soon as he feels threatened
- Bullying is regarded as serious and, therefore, suspension or permanent removal from the School may result
- The King's School position on bullying is published on the school website and intranet, and is notified to all members of the community: students, staff and parents
- If subjected to bullying at School, a student (or their parent) should approach a teacher or senior management member to seek assistance, support or advice
- Students, staff or parents observing inappropriate bullying behaviour or activity are encouraged to offer immediate support and seek assistance for the student being victimised. This may be done through their class teacher or any other member of staff
- Staff should be alert to the possibility of bullying

### **Parent Process**

If a parent becomes aware of bullying, they should advise the School immediately. Parents should never undertake their own response with the alleged perpetrator(s) or contact their parents.

### **School process**

The School will address claims of bullying through the Student Disciplinary Procedures (section 2.11)

### **Empowerment of the Student**

One option the School may consider is to counsel the aggrieved student to empower him to deal with the situation himself. This may involve ignoring minor irritations, speaking up for himself, along with supporting the positive aspect of seeking assistance.

Class teachers will discuss bullying with their students, explaining that it is unacceptable and what to do if they are bullied or become aware of bullying.

### **Outcome**

Students at King's School and their parents can be assured that:

- The School does not tolerate bullying
- There are effective policies and procedures in place to deal with alleged bullying expeditiously when it occurs
- Actions taken to address bullying will aim to assist and support all parties and minimise risk or further difficulties for the victim of bullying

## **2.11 Student Disciplinary Policy and Procedures**

### **Rationale**

From time to time, students may engage in behaviours that are inappropriate or which contravene the policies and procedures of the School. This may range from behaviours that are occasional or minor to those that are deemed to be serious, either because of their repeated/persistent nature or because they constitute a significant risk to the student himself, to members of the School community, or to the reputation of the School. They may include, but are not limited to, contravention of regulations relating to attendance and school uniform, disruptive behaviour, bullying, threats to health and safety of self or others, theft of others' goods or property, intentional damage of property, and contravention of IT policy.

If the conduct of any student is considered inappropriate, the Headmaster will ensure that those behaviours are addressed and remediated. Such resolution may include informal and formal disciplinary actions, student restraint and ultimately temporary or permanent removal from the School. The Headmaster may be informed about a student's behaviour, and the proposed actions to be taken, at any time.

### **Purpose**

To ensure that inappropriate behaviour by any student is addressed in a manner that is expeditious and fair to the student himself, his parents/caregivers, members of the School community and the School as a whole.

### **Guidelines**

- All staff will be vigilant in looking for signs of appropriate and inappropriate behaviour in all situations
- Students will be encouraged to communicate to staff if they are adversely impacted by the behaviours of others or if they see other students who are affected by those behaviours
- The Headmaster may be involved at any time. This may result in moving directly to Options 4 or 5.

Behavioural issues will be addressed through five options. Although these will typically occur in sequence, they need not if, for example, a student poses a significant and immediate threat to himself or others. In such situations, the policy on Physical Restraint (section 2.8) may also apply. Written notes will be kept throughout all options of the Student Disciplinary process.

#### **Option 1: Informal Resolution**

Wherever possible, behavioural issues will be resolved informally and at a local level (e.g. by the class teacher). The staff member concerned will:

1. Clearly advise the student that a particular behaviour is unacceptable
2. Ensure the standards of appropriate behaviour are advised and understood
3. Advise the student and/or parent of the outcomes that are likely if the misconduct is repeated
4. Record the date and details of the issue(s).
5. Advise any other relevant parties of the outcome.
6. Monitor the student's behaviour to ensure it has changed appropriately.

#### **Option 2: Parental/Caregiver Involvement**

1. If the behaviour is either repeated or considered to be serious, the staff member involved at Option 1 will advise the Lead Teacher and/or Dean. Details of the incident or the behaviour will be recorded. This ensures any advice and guidance about future care and support for either the

student or others impacted by the behaviour can be discussed with a senior colleague. (Discussion with the Associate Head should be initiated early as external support and programmes may be required).

2. The Lead Teacher and/or Dean will communicate in writing with the student's parents/caregivers (hereinafter "parents") regarding the behavioural concerns and expected outcome.
3. At this time the School must aim to ensure that all students and staff welfare and safety are prioritised.
4. We will aim to work with the parents and the student to address the inappropriate behaviour by creating an Independent Education Programme (IEP). This may incur additional charges which will be fully discussed with the parents.

### **Option 3: Counselling and Awareness Programme**

1. If there are ongoing behavioural issues the Lead Teacher or Dean will advise the Associate Head, Deputy Headmaster and/or the Headmaster.
2. Parents will be notified in writing of the ongoing issues and expectations. The student's parents will meet with the Associate Headmaster, Deputy Headmaster or Headmaster.
3. The student will be required to participate in an appropriate Counselling and/or Awareness Programme.
4. The student may receive a suspension from School, with a clear set of expectations to address the behaviour.
5. If not already involved in the process, the Headmaster will be advised of the ongoing behavioural issues.
6. Parents will be sent a copy of this policy having met with the relevant staff, Associate Headmaster, Deputy Headmaster or Headmaster.

### **Option 4: Conditional Enrolment**

1. If the inappropriate behaviour continues, (or it may be a one-off behaviour) the student's parents will meet with the Headmaster and Associate Head or Deputy Headmaster for further discussions.
2. The student may then be placed on Conditional Enrolment which may include a suspension, with a clear set of remediation expectations and an agreed timeline for review.
3. The Board Chairman will be advised of the Conditional Enrolment details.
4. Should satisfactory progress not be made within the timeline set, or the behaviour is deemed extremely serious, consideration of permanent removal of the student from the School (Option 5) may be initiated at any time.

### **Option 5: Consideration of Permanent Removal from the School**

1. Any decision about the continued enrolment of the student at King's School will be made by the Headmaster, who will consider whether:
  - The School is meeting the needs of the student;
  - The student's misconduct or inappropriate actions are a continued risk to the safety, welfare and education of himself, other students and/or staff at the School;
  - The student's misconduct has damaged or is likely to damage the reputation of the School.
2. The Headmaster will review the previous steps undertaken to address the student's behaviour and determine the final course of action, which may result in permanent removal from the School.
3. The Headmaster will advise the student's parents (in writing) of his decision and the Board of Governors will be informed.

### **Appeal:**

1. Appeals may be made by the parents of either the student or other students adversely impacted, but only against the decision made by the Headmaster in Option 5; and only on the basis that (a) the process leading to the decision was flawed, or (b) the decision made was manifestly at odds with the evidence available to the Headmaster.
2. An appeal against this decision will be made directly to the Board of Governors, and will be addressed to the Chairman.
3. The Chairman will then establish an Appeals Committee which will constitute no less than three members of the Board of Governors.
4. If the appeal is made by the parents of a student adversely impacted by another student's behaviour, rather than by the parents of the student displaying the inappropriate behaviour, this latter student's parents will also be advised.
5. The Board Appeals Committee will consider the appeal, following a process that it deems fit, while at all times applying the rules of natural justice to all parties involved.
6. The decision of the Appeals Committee will require ratification by the Trustees, and the reasons for the decision will be documented.
7. The outcome of the appeal, together with the reasons for the decision, will be communicated by the Chairman to the parents appealing the Headmaster's decision, as well as the student's parents if they did not lodge the appeal.

### **Outcome**

Parents, students and staff at the School will be assured of the orderly and positive encouragement of effective, uninterrupted teaching and learning and the requirement for appropriate behaviour that is consistent with the School's values.



## **2.12 Crisis Management**

### **Rationale**

Should a traumatic incident occur, the School needs to be able to respond quickly and effectively in order to manage the crisis and care for the needs of the School community.

### **Purpose**

1. To be prepared for an extraordinary event affecting the School community, especially one that involves the death or serious injury of pupils, staff, or their families and such events as fire, flood, earthquake, pandemic, civil disturbance, or terrorism
2. To have a plan to respond to crises, with key roles and designated staff members.

### **Guidelines**

1. Develop plans to respond to and recover from major events and civil emergencies, and make staff, students and parents aware of those plans
2. Crisis management is to be a team approach. The Headmaster or Acting Headmaster in his absence, acts as team leader until the crisis is assessed and the Crisis Team is alerted
3. The Chaplain and relevant Dean would normally be involved in a team
4. Where the crisis involves a pupil or staff member the detailed action plan will be followed
5. At the beginning of each year a contact list will be set up and key people involved will be reviewed with staff
6. Copies of this policy and procedures will be included in the Emergency Plan
7. Emergency Plan will be filed and stored on Google Docs. Current physical copies will be held by the Headmaster and associate Headmaster.
8. Parents will be notified that they are to wait for the School to make contact (this keeps the lines free)

### **Responsibilities**

1. The Crisis Team will consist of the following:
  - Headmaster
  - Associate Headmaster – Team Leader (and such senior staff as appropriate)
  - Chaplain
  - Relevant Dean
  - Head of Marketing & Communications
  - Appropriate external agency
2. Crisis Team meets as soon as possible after receiving news to determine priorities
3. Headmaster, team leader and/or Chaplain visit affected family/s as soon as possible. Permission obtained to inform staff and pupils.

4. Crisis Team organise individual responsibilities, e.g.:

<b>Headmaster</b>	<ul style="list-style-type: none"> <li>• Communication with: <ul style="list-style-type: none"> <li>○ Board of Governors</li> <li>○ Parents</li> <li>○ Press</li> <li>○ Outside agencies</li> </ul> </li> </ul>
<b>Head of Marketing &amp; Communications</b>	<ul style="list-style-type: none"> <li>• Preparation of all communications (internal and external) for use by the Headmaster and/or Chair as appropriate</li> <li>• Liaising with external agencies (in conjunction with Headmaster) to ensure that all communications are consistent and in keeping with School values and Brand</li> </ul>
<b>Associate Headmaster (and appropriate senior staff )</b>	<ul style="list-style-type: none"> <li>• Overall leadership of crisis team and activities for as long as required</li> <li>• Internal communications</li> </ul>
<b>Chaplain</b>	<ul style="list-style-type: none"> <li>• Coordinate counselling procedures, venues</li> <li>• Provide guidelines for identifying and supporting 'at risk' pupils and staff</li> </ul>
<b>Dean and House Director</b>	<ul style="list-style-type: none"> <li>• Action teacher/pupil support</li> <li>• Closely monitor attendance of all pupils</li> <li>• Ensures protocols and processes, respect appropriate cultural norms</li> </ul>
<b>External agencies</b>	<ul style="list-style-type: none"> <li>• Enlist as appropriate external support personnel/agency experienced in handling traumatic experiences</li> </ul>

5. Email/text/social media/web alert activated by Crisis Team but prepared and coordinated by Head of Marketing & Communications
6. Crisis team meets regularly throughout period of crisis to coordinate all activities, disseminate information etc.
7. Crisis Team leader communicates on daily basis with Senior Management regarding needs for staff relief, support room staffing, additional duty
8. Crisis Team leader regularly updates office staff. (Their role as first point of contact for visitors, pupils and staff is important and they are informed of policy restraints and exercise discretion)
9. Chaplain (with assistance of Dean or House Director as appropriate) keeps contact with affected family and updates staff regularly.

#### **Procedures:**

#### General

1. All media requests/personnel will be handled by the Headmaster or Board Chair, with assistance from the Head of Marketing & Communications
2. Advise the Headmaster and/or Chaplain as soon as crisis information is received
3. Staff phone tree/text alert/web alert and Intranet/Teams resources access are immediately activated (in phoning note any staff member particularly affected and pass information to Crisis Team leader/member). Key staff delegated section of staff list as their responsibility
4. Crisis Team meets as soon as possible to plan strategies for managing the School during the crisis and for dealing with reactive responses of staff and pupils
5. Support room/s are designated as such for use of staff, family, pupils.

#### All Staff

1. Use the written statements and update from the Crisis Team as basis for information and discussion
2. Ensure all pupils using support areas are signed in with date and time of entry and exit (Daily log kept at entrances).
3. Be particularly vigilant about attendance and check whereabouts of absent pupils.
4. Use the availability of Crisis Team or Chaplain. They are organised to manage the process and to provide counselling and support
5. Be aware that each person – staff or pupil – will grieve in their own way, taking the length of time they individually need
6. In the case of the death of a pupil a Crisis Team member will be assigned to attend that pupil's class and timetable for 2-3 days following the crisis
7. In the event of a staff member's death a Crisis Team or senior staff member will be assigned to attend that person's class and normal timetable for at least two days.
8. Once the initial impact has passed and services completed, the majority of staff and pupils, although retaining a level of strain and stress, will in time return to normal routines. However, a smaller group – siblings, friends, class and form teachers, or others more closely involved in the tragedy, will need ongoing care and supervision from counselling staff for some time.

REFER CRISIS MANAGEMENT DOCUMENT

### **3. Management and Administration**

#### **3.1 Governance and Management**

##### **Purpose**

The Board aims to provide an efficient and effective administration system for the School.

##### **Guidelines**

1. The Governance of King's School is the responsibility of the Board
2. Governance means the Board should be concerned with the establishment of goals for the School. This requires the Board to establish policy, to monitor its implementation, to evaluate its results and review the policy manual periodically. New policy will be added to the manual as required
3. The Board will conduct its governance responsibility by close contact and co-operation with the Headmaster
4. The Board will liaise directly with the Trustees of King's School
5. The Management of King's School (i.e. the ways in which policy is carried out) is the responsibility of the Headmaster
6. The Headmaster should meet his management responsibilities by close contact and co-operation with the Board and the School community
7. All communication with the Board shall be through the Headmaster, except in matters directly concerned with the effectiveness of the leadership or management of the Headmaster
8. A clear understanding of roles and responsibilities by all concerned with administration should ensure the smooth functioning of the School
9. The Headmaster and such other senior staff to whom responsibilities and tasks shall be delegated from time to time, will be trained in best-practice skill and processes for effective School leadership and management
10. The leadership of the School shall be the responsibility of the Headmaster and his staff
11. Vision and energy for the development of King's School as a world leader in education of primary-age children is the first priority for the role of the Headmaster

##### **Outcome**

###### **(a) Governance**

Philosophy and policy derived from effective strategic and business planning by the Board shall set the required standards of operational excellence to be achieved by the School.

The Headmaster shall have the opportunity regularly and consistently to provide guidance and vision for consideration by the Board.

###### **(b) Management**

The Headmaster, as chief executive, shall achieve tactical and operational excellence within King's School, through the implementation of world-class systems for administration of the School.

## **3.2 Policy-Making: Governance and Management**

### **Rationale**

The essential components and roles of governance and management must be understood and developed effectively if the School is to achieve its goals.

### **Purpose**

- To establish a process through which the Board of Governors can fulfil its governance role in the School
- To guide the effective implementation of the School's special character and proposed aims and objectives into the daily programmes and operations of the School
- To provide a framework to measure and evaluate the intended outcomes of the proposed aims and objectives.

### **Guidelines**

1. The School's special character should guide all policy content
2. Policy may be initiated by the Board or the Headmaster
3. The focus of all policy-making is to ensure that all pupils experience successful learning outcomes
4. Each policy statement will be subject to formal review at intervals of no more than five years (The Policies Manual will be updated every year).
5. All staff and Board members shall be able to access a copy of the School policies from the office of the Headmaster, Associate Headmasters, Headmaster's Executive Assistant and Head of Corporate Services
6. Only formal written statements as described in this set of guidelines shall be regarded as "Policy"

### **Outcome**

Clear procedures will be established and followed, which enable policy management to be carried out fairly and effectively.

### **3.3 School Self Review**

#### **Rationale**

In line with best practice amongst Schools throughout New Zealand, King's School will have an ongoing programme of "self-review".

#### **Purpose**

Through self-review the School will be enabled to ensure that each broad area of operation is reviewed. The programme will demonstrate to the Board that all facets of School operation are carried out effectively and efficiently. It will provide a vehicle to acknowledge those areas well provided and those areas needing improvement or development.

#### **Guidelines**

1. The Board will approve a programme of self-review
2. All areas will be reviewed periodically including aspects in each of:
  - Curriculum delivery, Teaching and Learning
  - Documentation
  - Employer Responsibilities
  - Financial and Property Management
  - Health and Safety
  - Administration
3. Those involved in the area being reviewed will be given adequate notification of the review date and the process to be followed
4. The Headmaster will report to the Board, the results of such reviews, any recommendations and timelines for implementation of any action required.
5. Recommendations calling for required change, if accepted, will be incorporated in the School's operational plan for the following year. Where immediate action is called for then these should be implemented without delay

#### **Outcome**

In an on-going manner the School's operations will be improved so that:

- The teaching and learning within the School are effective for all its pupils
- Curriculum, personnel, assets, documentation, health and safety, and regulatory requirements meet the standards that ensure effective education for pupils.

### **3.4 Relationship with the Anglican Church**

#### **Rationale**

King's School is an independent boys' School, with an ethos founded in and sustained by the Anglican Church (see Policy). It has a close and special relationship with the Anglican Diocese of Auckland. The position and appointment of an Anglican priest as Chaplain is central to the development and inspiration of the Christian and Anglican Church teachings at the School and the fostering of the life of the School as a community of faith.

Community worship in the Chapel of the Holy Child and a curriculum of instruction, the Christian Education programme, contribute to the special character of King's School.

#### **Purpose**

- To enable the pupils to encounter the Christian Faith as the Anglican Church has received it, seeking after truth based on Scripture, tradition and reason
- To uphold the relevant aspects of the School's special character
- To promote a code of conduct within the School that is based on strong Christian principles
- To assist in the promotion of the concepts of humility and tolerance to others, as stated in the Values of the School, promulgated from time to time
- To set the terms and conditions for the appointment of a full-time Chaplain as a member of the teaching staff of the School.

#### **Guidelines**

1. The Bishop of Auckland, as a Governor, will be acknowledged where appropriate, within the annual calendar of activities of the School
2. The Chaplain will arrange services in the School Chapel at regular times each week
3. Chapel services, to which selected year groups of pupils and their parents will be asked to attend as part of their enrolment agreement, will be held on a regular basis and notified in the Term Calendars
4. All pupils will be expected to attend "Christian Education" classes as part of the weekly programme of instruction offered by the School. These classes will be based on nurturing an understanding of the Christian Faith, with the programme of instruction managed by the School Chaplain
5. Anglican clergy will be involved in services and at other times as may be deemed appropriate by the Headmaster and School Chaplain
6. The School Chaplain will be an ordained priest in the Anglican Church.

#### **Outcome**

The relationship between the School and the Anglican Church is a clear and effective one. The Christian aspect of the School's special character is a reality. All pupils are given the opportunity to have a positive and enjoyable experience of the underlying principles of the Church, both within the School and the Church environment.

### **3.5 Enrolment Application and Admission**

#### **Rationale**

The Board of Governors has ultimate responsibility for decisions on enrolment. The responsibility is delegated to the Headmaster, whose decision is final. The Headmaster shall take into account:

- The objectives of the School for current and future pupils
- The maintenance of the special character of the School.

#### **Guidelines**

The main points of entry to the School are at Years 1 and 7.

The School has a policy of keeping class sizes at a maximum of 30 pupils. Class sizes in the Junior School vary from 20 – 23 pupils. ('A' classes in Years 7 & 8 may from time to time exceed 26)

The Headmaster shall have regard to the following criteria but may decline to enrol any applicant.

*Criteria for selection (in no particular order):*

- Academic potential of the pupil
- Observed behaviour – social skills, sporting and cultural abilities, special talents
- Previous connections with the School, provided other criteria are met, in the opinion of the Headmaster:
  - a) Brothers of a current pupil or a former pupil
  - b) Strong family identification through KSOBA or the Foundation.
- Son of a current staff member, clergy or students who have attended an independent School overseas
- Special circumstances, where, in the opinion of the Headmaster, the pupil's attendance at the School may enhance the educational environment and the Special Character of the School.

*Other considerations:*

The Headmaster may also consider the following:

1. The length of time a pupil has been pre-enrolled for the School
2. Such other factors as may emerge from the interview process.

#### **Policy**

1. Admission decisions at King's School are made by the Headmaster
2. Admissions procedures will fully support the values of the School
3. The School will ensure it operates effective, fair and equitable application and enrolment procedures for students and their families who submit an application to the School
4. The School will provide appropriate application, assessment and monitoring strategies to ensure that we can provide fully for the learning needs of selected students
5. The School offers places for students with learning differences. These places are limited and allocated following a review of educational assessments provided by the family/previous School and any further assessment required by the School taking into account whether it is reasonable for the School to provide services and facilities in the particular circumstances. The Headmaster, where



appropriate, will discuss the additional charges for those students who require additional support over and above day to day teaching

6. The School offers limited places for students for whom English is a second language with preference given to students who are proficient in English and for whom the English language is spoken in the home. The School does not offer ESOL classes or have an ESOL teacher.
7. Parents/Guardians must provide a full and open declaration of any issues which may impact on the student's learning. Failure to do so may result in the withdrawal of the student's place at the School or the withdrawal of an offer of place
8. The School will abide by all appropriate New Zealand enrolment legislation
9. The School has agreed to observe and be bound by the Education (Pastoral Care of International Students) Code of Practice

#### *Procedures:*

1. All completed applications are to be received by Admissions for processing, including acknowledgement, entry in the Applicant Pool, invitation to attend assessment and/or interview with the Headmaster
2. Following recommendations from senior staff and other relevant sources, an offer of a place is made in writing by the Headmaster, including a request for payment of the acceptance fee
3. Unsuccessful applicants will be advised in writing, with a request that they inform the School if they wish their son's application to be held on file pending a place becoming available
4. Upon receipt of the acceptance fee by the Headmaster's Executive Assistant, parents will be kept informed of orientation procedures, including New Parent Information Evenings
5. An offer of a place is not transferable to another pupil or another year level.

#### **Timetable**

A timetable, including details of the steps involved for the process of enrolment, will be published on the School website and reviewed annually or as necessary in the opinion of the Headmaster.

#### **Outcome**

- The School's community will be aware of the process and timeframe for application
- Applicants will be advised of their status in a timely manner, to ensure goodwill is retained throughout the process
- The School will attract and enrol the highest quality applicants and strongly supportive families.

### **3.6 Community Consultation**

#### **Rationale**

King's School aims to meet and exceed the expectations of the School community. To that end it must ensure that the parents' expectations are known and the School's delivery is evaluated.

#### **Purpose**

To continually review and improve the quality of delivery by the School.

#### **Guidelines**

1. The Board will seek a fair representation of opinion about the effectiveness of King's School by using appropriate means of consultation on a 3 year cycle
2. Questionnaires to the School's families will be professionally produced and analysed, followed by publication of the main findings to the families and staff of the School
3. The Board, together with the Headmaster and staff, will actively encourage the involvement of families in the daily life of the School, in line with the School's statement of special character
4. The Board will make available to the Court of Members an annual report, giving details of School developments and achievements in the previous year.

#### **Outcome**

The School's families and other supporters understand and express strong support for the philosophy, policies and operational effectiveness of the education provided by King's School.

### **3.7 Communications / Public Relations**

#### **Rationale**

The promotion of the good name and standing of King's School is an essential ingredient in its continuing effectiveness as a world-class provider of educational opportunities for primary age boys.

#### **Purpose**

1. All members of the School community (staff, pupils, Board of Governors, and the Friends of King's School), are responsible for the positive public perception of the School.
2. The Headmaster will communicate with the community on a regular basis.

#### **Guidelines**

1. The Head of Communications & Marketing is employed to assist in this area
2. The Headmaster aims to communicate regularly with the School community in person and in writing
3. The School should have appropriate procedures that ensure that bona fide visitors are made welcome at the School
4. Where publicity opportunities exist, the Headmaster and staff should ensure that positive aspects of the School and the pupils are portrayed
5. The Headmaster will approve any advertising for the School, e.g. recruitment and material for use by the media
6. Pupils should be aware that their behaviour and activities in the community, either on School trips, on the sports field or after School hours, reflect directly in the public's perception of the School
7. In the event of any controversial event or situation arising, which may impact upon the good name of the School, communication with the media should be only through the Headmaster or the Chairman of the Board or their delegates. In such cases, the Chairman/Headmaster will endeavour to contact the Board to advise and/or to seek guidance on the situation, prior to any statement being made.

#### **Outcome**

The School retains and enhances its standing in the community.

### 3.8 Complaints and Expressions of Concern

#### Rationale

The processing of complaints or expressions of concern is to be regarded as a normal part of continual improvement in a School. The information obtained from accurate analysis of, and action on, complaints must be available to both the operational and governance leaders of the School.

#### Purpose

To ensure that all issues raised, whether as expressions of concern or complaints, will be dealt with according to a clearly described procedure.

#### Guidelines

This policy distinguishes between an *expression of concern* and a *complaint*.

**An expression of concern** is typically informal, relates to relatively minor matters and may be expressed orally or in writing.

**A complaint** is a formal process, relates to more serious matters and must be put in writing (with all available supporting evidence).

Where the person raising the issue refers, in writing, to it as a complaint, then the matter shall be treated as a complaint.

1. **Expressions of Concern and Complaints** should be made to the Headmaster, or (in cases involving the Headmaster) to the Board Chairman.
  - The Headmaster will investigate and report to the Board on the original complainant. The Headmaster shall document all actions taken
  - In the event of a serious complaint, the complainant will make a written statement and the Headmaster shall inform the Chairman of the Board of both the complaint and the actions the Headmaster has taken or intends to take
  - If the complainant believes that the Headmaster failed to follow due process, or that the decision was manifestly at odds with the evidence, he/she may appeal that decision to the Board Chair, whose decision shall be final. The complainant should put the matter in writing to the Chairman of the Board. They should be made aware of this option.
  - The handling of complaints must be consistent with policies on staff discipline and harassment
  - All complaints will be investigated as speedily as possible
  - A full and adequate file shall be kept on the investigation of a complaint. Such a file should be kept on the pupil, staff, or other relevant file and no other records relating to the complaint should be retained
2. **Expressions of concern** may be made, as appropriate to the level of concern, to a staff member, the Headmaster or (in cases involving the Headmaster) the Board Chairman.
  - The Headmaster will be informed of any expressions of concern
  - When the Headmaster receives an expression of concern it will be investigated, the people involved will be interviewed and the Headmaster will report back to the person who raised the concern. There will be occasions when the person handling the matter will be able to advise the person raising the concern of the facts at the outset

- If a concern is expressed to a Board member in the first instance, the person with the concern should be strongly encouraged to take the concern to the Headmaster.
- A full and adequate file shall be kept on action taken about an expression of concern, where that concern has resulted in an investigation. Such a file should be kept on the pupil, staff, or other relevant file and no records relating to the concern should be kept in any other place.

**Outcome**

Any person expressing concern or making a complaint will have the matter dealt with expeditiously in a fair and clearly defined matter.

### **3.9 Pupil Attendance**

#### **Rationale**

- The Board of Governors, under Section 31 of the Education Act, is responsible for taking all reasonable steps to ensure the attendance of pupils enrolled at the School
- Regular School attendance greatly assists pupil progress
- Monitoring of attendance and follow up-of unexplained absences may be an important pupil safety and welfare precaution.

#### **Purpose**

To ensure that the School recognises the importance of regular attendance by pupils and has in place the necessary mechanisms to monitor and report it.

Regular attendance is compulsory. Sickness is the only acceptable reason for absence unless prior approval has been given by the Headmaster. Parents are required to contact the School before 8.00am to notify an absence, so that every pupil can be accounted for every School day. When the pupil returns to School, staff should know the reason for the absence.

#### **Guidelines**

1. The Headmaster shall ensure daily monitoring of attendance
2. The School will respond promptly and appropriately to any attendance problems
3. The Headmaster will report to the Board on any unresolved or long-term attendance-related problems
4. Accurate details re pupil numbers and attendance will be maintained

#### **Outcome**

The School will have taken all reasonable steps to ensure the regular attendance of all enrolled pupils and have appropriate procedures in place to follow up on any problems associated with attendance.

### **3.10 Privacy**

#### **Rationale**

In accordance with the requirements under the Privacy Act 2020 the School abides by the privacy principles.

#### **Purpose**

The purpose of this policy statement is to ensure that personal information is collected only for a lawful purpose connected with a function or activity of the School.

#### **Guidelines**

1. The School shall collect the information directly from a variety of sources. (The School will also collect data on those boys wishing to attend the School along with those who are attending)
2. The School will not intrude to an unreasonable extent upon the personal affairs of the individual concerned.
3. The School will ensure information is protected by electronic and/or physical safeguards as it is reasonable in the circumstances to take against:
  - i. Loss; and
  - ii. Access, use, modification, or disclosure, except with the authority of the agency that holds the information; and
  - iii. Other misuse to prevent unauthorised use or unauthorised disclosure of the information.
4. The School shall not disclose the information to a person or body or agency unless the School believes, on reasonable grounds,
  - I. That the disclosure of the information is one of the purposes or is directly related to the purposes in connection with which the information was obtained: or
  - II. That the disclosure is to the individual concerned: or
  - III. That the disclosure is authorised by the individual concerned

#### **Procedures**

1. When we collect personal information about an individual, we make known the purpose of collecting it, who will have access to it, and whether it is compulsory or optional information. We advise that individuals have the right to request access to, and correction of, their personal information.
2. We collect personal information only
  - I. for purposes connected with the function of the School
  - II. directly from the person concerned, or, the appropriate parent or guardian
  - III. in a transparent and respectful manner
3. We have reasonable safeguards in place to protect personal information from loss, unauthorised access, use, or disclosure. These safeguards include the use of individual logins for computers, and lockable filing cabinets
4. If an individual (or, in the case of a pupil, a parent/caregiver) wants access to information we hold about them, we provide it. Individuals may request correction of this information or, when not corrected, that a record of the request is attached to the information
5. We take reasonable steps to make sure personal information is correct

6. We keep information only for as long as it is needed, and for the purposes for which it was obtained. When a student moves to a new School and their records are requested by that School, we forward the relevant information that we hold
7. We safeguard students' information and we do not release that information to third parties unless we are allowed, or required, to release information by law
8. As a general rule, information about any person is not given to a third party without the person's knowledge

**Outcome**

By following these guidelines the Board and Headmaster will adhere to the principles as outlined in the Privacy Act 2020.



## **4. The Board and Employee Responsibilities**

### **4.1 Equal Employment Opportunities**

#### **Rationale**

In accordance with the requirements under The Human Rights Act 1993 this School supports the development and implementation of an equal employment opportunity programme.

#### **Purpose**

The purpose of this policy statement is to ensure that all employees and applicants for employment are treated according to their skills, qualifications, abilities and aptitudes without regard to irrelevant details.

#### **Guidelines**

All personnel policies and practices will be developed and reviewed to ensure they adhere to EEO principles.

Areas to be considered are:

- Recruitment and selection
- Promotion and career development
- Conditions of service
- Staff professional development
- Sexual harassment
- Appraisal
- Performance management.

#### **Outcome**

By implementing these guidelines the Headmaster will provide assurance to the Board that applicants and employees can expect fair and open procedures relating to the advertising, appointment and promotion of staff at King's School.

## 4.2 Staffing

### Rationale

The most important role of the Board is in the appointment of a world-class educational leader in the role of Headmaster.

The most important role of the Headmaster is to ensure the appointment of world-class staff.

King's School aims to be the School of first choice in New Zealand for boys in their primary School years.

### Purpose

To ensure that the Headmaster and Board:

- Comply with all relevant legislation in the process of the appointment, promotion and termination of staff
- Recognise that the performance of the School is primarily a function of the quality of its staff
- Apply best endeavours to attract, develop and retain highly competent educational leaders, teachers and support staff, supportive of and sympathetic to the special character of King's School.

### Guidelines

1. The Headmaster and Board will:
  - Comply with all Acts and Regulations relevant to the appointment of staff
  - Ensure that staff have access to information about their own employment conditions
2. The appointment of all positions (with the exception of the Headmaster's position) shall be made by the Headmaster.
3. *Recruitment and Selection Policy*

Opportunities need to be provided to all staff to enable staff to be considered for management roles as they arise. Appointment processes need to reflect these rights through the School system from trainee staff to senior management. The Headmaster will be responsible for carrying out all background checks as we aim to validate qualifications and performance along with the required police checks.
4. *Promotion and Career Development*

Employees at King's School must be selected through the identification of the need for specific skills within the culture and special character of the School.
5. *Professional Development*

To ensure that King's School maintains the highest standards of staff quality, an extensive professional development and training programme will be supported, with annual staff reviews highlighting the most desirable areas for investment in each person's development.

The Foundation of the School generously supports the professional and training development needs of employees at the School.
6. *Staff Performance Reviews*

King's School will ensure performance review and professional development go hand-in-hand. The Performance Review will be conducted with each staff member annually. Ongoing reviews ensure the resources and progress will be monitored effectively. The competency framework provides a means by which staff can set and evaluate personal professional objectives, with expectation that the evaluation of performance will be both fair and motivational for the staff member concerned.

7. *Staff awareness of the world of work*

The staff in the School need to be aware of the changes in the general employment [and specific professional sectors], particularly in relation to all gender management roles. For this reason, the senior management in the School should reflect a good mix, to ensure all staff are provided with opportunities to show that all are capable of senior management roles.

8. *Information and Communication Technology*

The level of each staff member's ICT skills should be noted at time of appointment, to ensure that adequate training is provided prior to or immediately after commencement of employment at the School. [Ongoing support for ICT will form part of staff development as required].

**Outcome**

The teachers and support staff of King's School will exemplify best practice at all levels of teaching, administration and management in the School.

## **4.3 Staff Conduct**

### **Rationale**

The Board regards the unique relationship between pupils and staff at the School as a vital part of the School's character. A high standard of staff conduct is crucial to that relationship.

### **Purpose**

To ensure that staff behave in a professional manner with pupils and in all other aspects of their role in the School's life.

### **Guidelines**

All staff are expected to:

1. Maintain a high standard of integrity, conduct, fairness and concern in all their dealings with pupils
2. Act as good role models for the pupils
3. Exhibit the attributes of high performance, e.g. trust and mutual respect for colleagues, honest and open communication, effective relationships and teamwork
4. Maintain confidentiality in all School matters
5. Dress to a good standard
6. Know and adhere to the standards, routines and management practices as published in the Staff Handbook, which is revised periodically.
7. Know and adhere to the Drugs and Alcohol Abuse policy.
8. Meet the highest standards of personal and professional conduct.

### **Procedures**

- Staff will be asked to agree to the School's Code of Conduct as a condition of their appointment to the School
- As part of the induction process, staff will be reminded of the requirements in the Code of Conduct.

### **Outcome**

Parents and pupils will report that management and staff meet or exceed expectations with respect to their conduct and professional manner in their work.

## **4.4 Staff Performance Review**

### **Rationale**

All employees have the right to receive regular, fair and formal feedback on their performance, with guidance as to areas for improvement or further enhancement, together with agreement as to the resources available to assist the achievement of new performance standards.

### **Purpose**

To enable staff performance reviews to be implemented in a manner that is:

- Open and transparent
- Encouraging of professional development
- Appropriate to the staff and the special character of the School
- Timely and helpful
- Confidential.

### **Guidelines**

The following guidelines cover the reviews of all employees of the Board of Governors.

#### **1. Delegation of responsibilities**

- The Headmaster is responsible for the review of the performance of all staff, but may delegate this to professionally competent senior staff
- The Headmaster reports to the Board about the general performance of staff, including a formal annual personnel report to the Board of Governors.

#### **2. Confidentiality**

- The report on the performance review shall be prepared and discussed by the staff member (reviewee) and the person carrying out the review (reviewer), and then given to the Headmaster. Any detailed notes are confidential to the people directly involved in the review, and should not be included in the report. The Headmaster will have access to those detailed notes [only with the permission of the staff member involved], and all such notes must be placed on the reviewee's file

#### **3. Dispute Procedure**

- In the event of a dispute about the review, the matter will be decided by the Trustees of the Board.

#### **4. Review of Procedures**

The Headmaster will report to the Board on the review process, including any staff competency concerns.

#### **5. Staff Review System**

- Each staff member will be reviewed formally once per year
- The reviewer will be appointed in consultation with the reviewee, and will normally be the reviewee's immediate manager (Headmaster, Associate Head, Head of Corporate Services, Director, Dean, , or senior subject area specialist)
- A written statement of performance expectations will be agreed with the staff member. Specific goals or development objectives and performance measures will be agreed for the forthcoming

review period. The levels of support and assistance required to achieve those goals must be specified

- Collection of performance information will include teaching observation, self-appraisal and other sources agreed with the staff member
- The performance expectations for staff members must relate to their key professional responsibilities and key performance areas. The key areas are:
  - teaching and administration responsibilities,
  - School wide responsibilities,
  - management responsibilities.
- These elements are outlined in the Reflective Journal and Position Descriptions

#### **6. Review of the Headmaster**

- The Headmaster's performance shall be reviewed at least annually
- The Chairman of the Board of Governors is responsible for the review.
- The Headmaster is reviewed on the basis of the Headmaster's performance contract and the annual goals agreed at the appropriate board meeting. The Headmaster's goals should always be closely related to the goals of the School
- The Headmaster will collect data on performance from a variety of sources agreed with the Board.

#### **Outcome**

Staff at the School will constantly enhance their skills and the performance of the staff will achieve an exemplary standard as reported by the School community and in comparison with other bench-mark Schools.

## **4.5 Professional Development**

### **Rationale**

The professional development of the School's staff is vital to the provision of a high quality education for the pupils in the School and for the on-going development of the career of each staff member.

### **Purpose**

To provide a means for putting into action policies and priorities of the School to improve the learning environment and the quality of learning provided for pupils. Staff development is also intended to:

- Stimulate the ongoing enthusiasm of teachers or staff
- Provide opportunities for updating skills and knowledge
- Provide expertise for identified needs
- Prepare staff to undertake further responsibilities
- Increase effectiveness and staff satisfaction.

### **Guidelines**

1. The Headmaster will submit to the Board an annual budget for professional development of School staff
2. Whilst reflecting the School aims and objectives and development plans, professional development opportunities must also be provided fairly across the staff
3. Annually, at the time of a performance review, a plan for professional development will be developed, for recommendation to the Headmaster for approval and professional development budget provision
4. The staff member shall present a report about the professional development activity, noting what the staff member intends to change and what changes King's School might implement
5. Fees for courses may be paid or reimbursed either in whole or in part. Such a determination will be made after consideration of:
  - The current needs and priorities of the School
  - The balance of expenditure in the professional development budget
  - The previous academic success of the staff member concerned
6. In-School support and external agencies should be used to assist staff with continuing education
7. The Board may require compulsory attendance at internal professional development seminars held on "staff only" days or evenings
8. The Board believes staff members have a professional responsibility for their own development.

### **Outcome**

Staff professional skills will be developed as part of an ongoing process that is appropriate to the needs of the School and its plans for the future.

## **4.6 Staff Discipline**

### **Rationale**

An effective School must have a competent, reliable and professional staff, all of whom work to the highest possible standards.

### **Purpose**

- To comply with the requirements of natural justice
- To ensure that the Board acts as a good employer in its relationship with the School's teaching and support staff.

### **Guidelines**

1. Policies must be applied in a manner that is consistent with the concept of a *good employer*, 'with the appropriate employment contract documents and according to the principles of natural justice, and with *Policy 4.7, "Protected Disclosures Policy"*
2. The Headmaster will advise the Board of serious staff disciplinary matters where dismissal procedures may be required.
3. In cases of unsatisfactory performance, the Board requires that the situation be remedied urgently
4. In staff disciplinary matters, the needs of the pupils are of paramount importance
5. Staff disciplinary matters will always be handled as constructively as possible and the Board of Governors will ensure that all parties involved are treated fairly
6. The Board will adopt policies and practices that encourage the professional development of staff, recognising that this may reduce the necessity for implementing staff disciplinary procedures

### **Outcome**

The School's procedures for implementing disciplinary action will be clearly understood and followed. The risk of personal grievance procedures being taken against the School will be minimised.



## **4.7 Protected Disclosures Policy**

### **Rationale**

The School, as a good employer, needs to provide information and guidance to employees of the School who wish to report serious wrongdoing within the School.

### **Purpose**

To:

Facilitate the disclosure and investigation of matters of serious wrongdoing in or by the School

- Protect employees who make disclosures in accordance with the Protected Disclosures (Protection of Whistleblowers Act) 2022.

### **Guidelines**

#### **What is a Protected Disclosure?**

A protected disclosure is a disclosure made by an employee where they believe, on reasonable grounds that there is, or has been, serious wrongdoing in or by the School. Employees making disclosures will be protected against retaliatory or disciplinary action to the extent provided in the Act and will not be liable for civil or criminal proceedings related to the disclosure.

#### **Definition of Serious Wrongdoing**

Serious wrongdoing for the purpose of this policy includes any of the following:

- Unlawful, corrupt, or irregular use of public funds or resources
- An act or omission or course of conduct:
  - Which seriously risks public health or safety or the environment; or
  - Constitutes an offence; or
  - [Is oppressive, improperly discriminatory, grossly negligent or constitutes gross mismanagement; or]
  - Constitutes serious risk to the maintenance of law; or
  - [Abuse of any form]

#### **Conditions for Disclosure**

Before making a disclosure the employee should be sure the following [conditions are met:]

- The information is about serious wrongdoing in or by the School; and
- The employee believes on reasonable grounds the information to be true or is likely to be true; and
- The employee wishes the wrongdoing to be investigated; and
- The employee wishes the disclosure to be protected.

#### **Who can make a disclosure**

Any employee of the School can make a disclosure. For the purposes of this policy an employee [includes:]

- Current employees and Headmaster
- Former employees and Headmasters
- Contractors supplying services to the School
- Volunteers
- Board Members

**To whom should a disclosure be made**

- The Chairman of the Board of Governors
- The Headmaster
- A member of the senior staff team, including the Deans or Chaplain.
- Ministry of Education, Education Review Office or Teaching Council of New Zealand.

**Protection of employees making disclosures**

An employee who makes a disclosure and who has acted in accordance with the procedures outlined in this policy:

- May bring a personal grievance in respect of retaliatory action from their employer
- May access the anti-discrimination provisions of the Human Rights Act 1993 in respect of retaliatory action from their employer
- Is not liable for any civil or criminal proceedings, or to a disciplinary hearing by reason of having made or referred to a disclosure
- Will, [subject to *The Conditions for Disclosure* described above], have their disclosure treated with the utmost confidentiality.

The protections provided in this section will not be available to employees making allegations they know to be false or where they have acted in bad faith.

#### **4.7.1 Whistle Blower Policy**

King's School is committed to conducting its business with honesty and integrity at all times. If at any time this commitment is not observed or it appears to be in question, Kings School will aim to identify and remedy the situation.

This policy has been put in place to protect the complainant and will:

- treat all parties to an investigation in a fair and equal manner
- maintain confidentiality where possible
- correct the behaviour
- take disciplinary action if required

#### **Purpose**

This policy is put in place to encourage current and former employees to communicate events that raise serious concerns about King's School. King's School encourages and aims to support staff who report illegal practices or report those who violate the School's policies.

All employees should report misconduct or suspected misconduct.

Any person alleging misconduct must act in good faith and have reasonable grounds to believe that the information they provide indicates wrongdoing.

Making allegations that are unfounded or malicious or knowingly false may result in disciplinary action.

#### **Procedure**

A complaint should be submitted in writing to the Chairman of the Board. The statement should include:

- details of the alleged offence and date on which the complainant became aware of the offence
- name of the person/s involved
- action taken (if any) before filing the complaint.

All complaints will be dealt with in confidence and in a sensitive manner. The complainant must be able to remain anonymous except in the case where the nature of the disclosure makes it necessary to disclose further details. A Trustee of the Board will review all relevant cases. In some cases, an investigation by a legal advisor or an accountant may be required. All investigations will be kept confidential to the extent possible. Appropriate corrective action will be taken if necessary and the findings will be communicated to the whistle-blower.

## **4.8 Staff Leave**

### **Rationale**

An entitlement to leave is a basic condition of employment and staff must know what their rights are and be satisfied that any applications they make for leave will be considered in a fair and equitable manner. Not only does the Board need to be a good employer but it must also maintain the continuity of the School teaching programmes and efficient operational administration.

### **Purpose**

- To inform Board and staff of the standard procedures regarding staff leave applications.
- To comply with the provisions of employment agreements and relevant employment legislation and regulations.

### **Guidelines**

1. Applications for leave must be made in writing to the Headmaster. The Chairman approves the Headmaster's leave.
2. Applications for leave should generally be made a reasonable time before the date in respect of which leave is requested.
3. Discretionary applications for leave without pay may be approved by the Headmaster. The Headmaster, in determining whether to grant leave or not, shall consider:
  - Whether the applicant's duties can be covered without causing any undue disruption or loss of service to pupils or other members of the School community.
  - If the financial cost to the School (e.g. provision of a substitute) is justifiable and acceptable.
  - The well-being, personal circumstances and interests of the applicant.
4. The Board of Governors, through the advice of the Headmaster, shall ensure that all relevant employment agreement documents and laws are complied with.
5. A register of staff leave shall be kept, to ensure there is a means to review the equitable and/or appropriate provision of leave afforded to individual members of staff from year to year.
6. Term-time only staff are required to take their annual leave during the School's annual closedown period.

### **Outcome**

These procedures are adhered to and staff and Board members are familiar with the procedures for leave applications. Leave is granted by the Headmaster, where it is appropriate and on a basis that is fair and in accordance with contractual arrangements.

## **4.9 Harassment / Bullying Policy**

### **Rationale**

The harassment of or by staff is unlawful as expressly stated in the Harassment Act 1997, and Employment Relations Act 2000.

King's School is committed to providing all staff and students with a safe working and learning environment which is free from harassment of any kind, including ethnic/racial, religious, physical and sexual harassment as well as harassment relating to a physical disability. All students, staff and parents are required to honour and support this commitment. Appropriate disciplinary action will be taken where there is a credible complaint of behaviour amounting harassment.

To promote effective communication and positive relationships between staff, students and parents, the School needs to foster a safe environment. For the benefit of the King's community as a whole including its students, families and staff, this protocol has been created to operate as a guideline for dealing with allegations and/or incidents of abuse and harassment.

### **Purpose**

To ensure that any abuse or harassment by staff, parents and students is not tolerated or condoned, and that the appropriate steps are taken with respect to offenders and appropriate and timely support is provided to those affected.

To handle credible complaints sensitively and appropriately and to support those staff and students (and their families) who experience abuse or harassment. To investigate any complaint objectively and thoroughly and to ensure that anyone who is the subject of a complaint is notified of the complaint, and given a reasonable opportunity to respond to any complaint/s or allegations which have been made against them.

For the purposes of this protocol the expression "staff" shall include all persons employed under contract to the Board of Governors or otherwise authorised personnel working under the direction of the School.

NOTE: This protocol is intended to function as a guideline. While it is intended to be comprehensive, it is recognised that it may not cover all of the situations and circumstances which might arise. Abuse and harassment includes physical, sexual and mental abuse and harassment and this policy is intended to apply to staff, students and their families.

### **Dealing with complaints/allegations**

The School is committed to ensuring that all complaints and allegations of harassment or bullying are addressed promptly, fully investigated, and dealt with efficiently and effectively.

Employee complaints are those where an employee has an honest belief based upon reasonable grounds that:

- An administrative decision, by which they are aggrieved (meaning that their interests are adversely affected by the decision), is unfair and unreasonable; or
- The conduct or behaviour of an employee is unfair and unreasonable; or

- The conduct or behaviour of another employee constitutes workplace bullying, sexual, physical or mental harassment, or vilification/discrimination for unlawful reasons (such as race, sex, or gender identity), or
- The conduct or behaviour of another employee is a breach of the School's Code of Conduct or performance expectations

## **Responsibilities**

### **All employees will:**

- Where appropriate, make a genuine and reasonable attempt to resolve the matter informally.
- Make their complaint in writing as soon as reasonably possible after the administrative decision, or conduct/behaviour has occurred and after informal resolution has been unsuccessful or is not appropriate in the circumstances. The complaint should be addressed to the Headmaster (or where the complaint concerns the actions or decisions of the Headmaster, then to the Board Chair or to some other nominated Board member).
- State in their complaint what action and/or outcome they would like to happen to resolve their complaint, including what informal action the employee has already taken to resolve the complaint.
- Engage in the employee complaint investigation management and resolution process in good faith
- Observe and strictly maintain confidentiality of the process and its outcomes.
- Continue to undertake work as directed by a manager, principal or supervisor except in the case of a genuine health or safety issue.

### **Managers, Principals and supervisors will:**

- Identify and effectively manage workplace issues as they relate to employee behaviour.
- Respond promptly to issues raised informally with them by employees and, where appropriate, attempt to resolve the issue prior to the employee making a formal complaint.
- Consider human rights when taking action or making decisions in response to an employee complaint.
- Manage employee complaints in accordance with the principles of natural justice, including ensuring all parties are informed of the complaint and given an opportunity to respond to any allegations made against them, and by dealing with the parties in a fair, impartial and unbiased manner and making decisions in a timely way.
- Manage employee complaints in a manner that protects the privacy of the employee who has made the complaint (subject to any legal disclosure obligations, such as the requirement to afford natural justice to others involved the complaint).
- Ensure both the complainant and the alleged offender are aware of their entitlement to a support person being present on any occasion when they are spoken to about a complaint or allegation made against them.
- Ensure employees are aware of the professional counselling services available to all employees
- Ensure a record of all relevant communications is maintained in relation to employee complaints made under this procedure.
- Provide regular and timely updates to the relevant parties in relation to the progress of the complaint.

## **Review and Investigation**

Initial action may include, but is not limited to, one or more of the following:

- Review the complaint, conducting preliminary enquiries to determine appropriate options for its resolution
- Gathering information, including from witnesses.
- Facilitating discussion, mediation, conciliation or negotiation.
- Deciding to refer the matter for internal or external investigation.
- Other reasonable action in the circumstances.

Where the Headmaster, Board Chair (or delegated Board Member) having investigated the complaint or allegation, is satisfied that the employee complaint:

- is unreasonable, untrue and/or has no credible substance; or
- is frivolous or vexatious; or
- does not relate to a matter that can be the subject of an employee complaint.

the Headmaster (Board Chair or delegated Board Member) may decide to take no further action in relation to the complaint.

## **Investigation report**

- The staff member against whom the complaint is made, will be notified of any allegation (and/or provided with a copy of a report containing the findings of an investigation into their conduct) and given a reasonable period of time to respond to the allegations.
- During the period in which a staff member is being given time to respond to allegations made against them he/she may be suspended from duties on full pay.
- Once the staff member has responded (or failed to respond within the specified and reasonable time period), the Headmaster (or appropriate delegate) will complete the investigation taking these responses into account, prior to any decision being made.

## **Outcome of Review / Investigation**

### **1. Warning of Misconduct**

Where there are reasonable grounds to suspect that an incident(s) of harassment or bullying has occurred, the Headmaster may take one or more of the following actions:

- Issue a written warning.
- Take appropriate disciplinary action, including dismissal, where the conduct or behaviour is considered sufficiently serious.
- Establish an appropriate assistance and guidance programme.
- Facilitate mediation.

### **2. Disciplinary/Warning Procedure**

1. On the first occasion, of harassment or bullying, the School may in its discretion and where it considers it appropriate to do so, give a formal written warning, detailing the bullying or harassment conduct which it is satisfied has occurred, and stipulating a time frame for the problem to be satisfactorily addressed. One copy of the formal written warning will be given to the employee and a second copy will be placed on the employee's personal file.

2. A meeting will be held with the employee (usually at the end of the time frame stipulated for correction) to review whether the harassment or bullying conduct has been satisfactorily addressed and resolved.
3. If considered necessary, a second and final written warning may be given. This will specify the conduct or any aspects of the staff-member's conduct or performance which has continued to be unacceptable or unsatisfactory and the consequences of any repetition or failure to improve.
4. If the matter is not satisfactorily resolved, any repetition of the unacceptable conduct or any failure to improve performance may result in termination of the staff-member's employment and dismissal.
5. If the problem is resolved, written confirmation will be given to the employee in writing and a copy placed on the employee's personal file
6. If the unacceptable conduct or performance is nevertheless repeated, then a final written warning will be given. Where the conduct or unsatisfactory performance occurs for a third time following the giving of two formal written warning it will usually result in the employee's dismissal.
7. The employee will be given the opportunity to provide their views at all stages of the process

### **3. Serious Misconduct**

Notwithstanding the process outlined in sections (1) and (2) above, should the outcome of the investigation be considered to be serious misconduct, the Headmaster may take one or more of the following actions:

- Dismissal of the staff member.
- Report the matter to the Education Council.
- Report the matter to the police.

After a period of twenty-four months following the last formal written warning, during which time there has been no further incident or repetition of the unacceptable conduct, the warning will be cancelled, although the copy/ies of the formal written warning will be permanently retained on the employee's file. Depending on the seriousness and frequency of misconduct, the School reserves the right to depart from this procedure, and adopt a process tailored to the particular circumstances that have arisen. Should this occur, both the complainant and the alleged offender will be notified of the change in process.

### **Correspondence regarding staff**

No member of the School staff or any other representative of the School, will enter into any correspondence regarding any staff member who is considered to have committed an act of abuse or harassment, without the prior written consent of the Chair of the Board.

### **Support for those affected**

King's will provide support for those affected by any incident(s) of abuse bullying or harassment (or any investigation) including students, families and staff members. Where appropriate the School will facilitate referrals to qualified and registered professionals with expertise in the field of abuse counselling or treatment. In situations where ACC cover is not sufficient to meet costs, consideration will be given by the Board to providing financial assistance. It is important to note that confidentiality will be observed and maintained while an investigation is in place as the accusation(s) may not be established or proved.

### **Communication with King's School community**



The School will communicate as promptly and openly as permitted by legal and practical constraints.

**King's School undertakes to:**

- treat complaints seriously and sympathetically;
- address and respond to complaints promptly, confidentially and in accordance with the provisions of this protocol;
- investigate complaints thoroughly and impartially;
- Provide independent support where the complainant requires it;
- Keep parents appropriately informed throughout the process:

**The Staff Role**

1. As employees, all staff have a duty to ensure that any instances of bullying, abuse or harassment that are either brought to their attention or which they themselves witness, are addressed immediately and are reported to the Headmaster as soon as possible.
2. The onus rests with all staff to take all reasonable steps to prevent bullying, abuse or harassment and victimisation of any kind through proactive education.

**Liability**

The employer could be held primarily liable when:

- the act is performed personally;
- a senior official representing the mind and will of the organisation performs the act;
- vicarious liability extends only to employment relationships. This means educational institutions are not vicariously liable for the unlawful behaviour perpetrated by their students, but remain liable for sexual harassment of a student by a staff member;
- If the educational institution is not active in attempting to prevent harassment, does not adequately address complaints of harassment, or does not institute appropriate disciplinary action where it finds there has been harassment to have occurred and it continues thereafter, then liability may follow.

**What to do if you are harassed**

Staff who consider that they are being harassed should make it known to the person responsible that their comments, attention, contact or behaviour is unwelcome and offensive to them. If the harassment continues, or if the staff member is unable or unwilling to handle the matter themselves, they should notify the Headmaster of their concerns and the actions of the person responsible and request advice regarding how to proceed, either by way of making a formal complaint or by such other means recommended by the Headmaster.

Female staff members may prefer to communicate through a Dean or the Associate Headmaster or the Chaplain.

- If a staff member considers they are being harassed by a parent the same procedure will apply.

- If the harassment is of a sexual nature staff may decide not to use this procedure, and to may contact the Anti-Discrimination Section of the Justice Department. However, whichever course is elected, staff are nevertheless required to notify the School (Headmaster, Assistant Headmaster, Dean, or the Chaplain) so that the School has knowledge of the matter and is in a position to take appropriate steps to ensure the protection of all staff and students.

### **Outcome**

King's provides a safe environment free from bullying abuse or harassment. Any incidents which occur are dealt with promptly, effectively, and appropriately.

#### **4.9.1 Preventing workplace bullying, harassment and unlawful discrimination**

##### **Rationale**

The School is committed to providing a safe and respectful workplace free from bullying, harassment and unlawful discrimination where employees treat each other with respect and dignity.

All employees are expected to take a stand against all forms of workplace bullying, harassment and unlawful discrimination by speaking up, taking action and promptly reporting any inappropriate conduct or behaviour.

##### **Purpose**

To encourage the establishment and maintenance of a safe and respectful workplace throughout the School. This policy outlines the expected behaviour of employees in the course of performing their duties regarding their treatment of any other staff member, student or other person working at or present at the School.

##### **Guidelines**

- All forms of workplace bullying, harassment and unlawful discrimination (whether in person or online or otherwise howsoever) are deemed unacceptable behaviour and appropriate action will be taken by the School.
- All employees are responsible and encouraged to raise any concerns or complaints at the earliest opportunity.
- All complaints, concerns and allegations will be taken and treated seriously, fairly, sensitively and without victimization. Complaints and concerns will be investigated promptly, and any established and proven allegations will result in appropriate disciplinary action being taken.
- Witnesses to workplace bullying, harassment and unlawful discrimination are encouraged to speak up against any inappropriate conduct they may observe or be informed of, and take immediate action where appropriate and in all cases to report this behaviour to the Headmaster, a Dean or the Chaplain.

##### **Headmaster, Board & Managers will themselves:**

- Display ethical leadership and maintain high personal standards of behaviour.
- Provide leadership for the implementation of initiatives and ensure appropriate resources are available to employees for the promotion of a respectful and inclusive workplace culture.
- Monitor the workplace to ensure acceptable standards of conduct are being observed
- Take appropriate and timely action to address allegations of workplace bullying, harassment and unlawful discrimination
- Ensure employees are aware of the confidential professional counselling services available to all employees through [EAP Services](#).

#### **4.9.2 Historical Complaints**

When an historical complaint is received about a current or past staff member or student that involves allegations of any kind of sexual, physical, emotional or psychological conduct or behaviour at or connected with the School:

- The complaint will be received in a respectful, and appropriately receptive and empathetic manner, and will be documented fully.
- The Headmaster, delegated Board member or an independent reviewer appointed by the Board Chair, will investigate the complaint thoroughly.
- The investigation will report its findings to the Board Chair and Headmaster and may make recommendations regarding:
  - The potential risk to other former staff/students and current staff/students.
  - Any institutional redress required.
  - The extent of evidence and whether it amounts or may amount to criminal activity and should be referred to the Police.
  - Whether any policy or procedural changes are needed to prevent future incidents.

**The School will:**

- Where appropriate, formally apologize to the complainant for the harm caused to him or her.
- Ensure that the case is well documented, and all relevant information is made available to the complainant (subject to confidentiality requirements).
- Implement appropriate reparation to address any wrongs.
- Make any institutional changes where necessary to prevent further incidents.
- Ensure that any person adversely affected by the conduct, behaviour or the inquiry undertaken into the complaint is appropriately supported during the process.

## **4.10 Victimisation**

### **Rationale**

No staff or students should be victimised, particularly if they wish to make a complaint.

### **Purpose**

To ensure King's does not condone or tolerate victimisation.

### **Guidelines**

A person is victimised if threatened, harassed or subjected to any form of detriment. In relation to sexual and disability harassment it is against the law to victimise a person who:

- has made a complaint;
- intends to make a complaint;
- acts as a witness;
- intends to act as a witness
- supports a victim; or
- intends to support a victim.

### **Who is covered by the legislation**

"Staff" may refer to prospective employees, current employees, contract workers, partners, commission agents or other members, partner, commission agents or other members of the School community.

### **Wrongful Accusations**

It is against the law to make a false or knowingly wrongful accusation against another person. Anyone responsible for making a knowingly false complaint against another, may themselves be criminally and/or civilly liable for their actions.

### **Outcome**

There is no victimisation of staff or students.

## 4.11 Discrimination

### Rationale

King's is committed to creating an environment of tolerance for others, free from unlawful discrimination.

### Definition

Discrimination occurs when a person is treated unfairly or less favourably than another person in the same or similar circumstances due to bias.

### Purpose

To describe the possible reasons for unlawful discrimination.

### Guidelines

Discrimination in this context is unlawful when a person is treated more or less favourably by the Board, Headmaster, or other employee of the School having administrative responsibilities by reason of:

<b>Sex</b>	including pregnancy and childbirth; it also includes sexual harassment.
<b>Sexual Orientation</b>	That is, being of a heterosexual, homosexual, lesbian, bisexual or any other non-binary orientation.
<b>Marital Status</b>	that is, being single, married, separated, divorced, widowed, or in a de facto relationship. All possible circumstances are covered by the definition.
<b>Family Status</b>	<p>This includes:</p> <ul style="list-style-type: none"><li>(a) having or not having responsibility for the part-time care or full-time care of children or other dependants</li><li>(b) being a relative of a particular person (a relative is a person who is related by blood, marriage, affinity or adoption or is wholly or mainly dependent on the other person or is a member of that person's household.)</li><li>(c) being married to, or being in a relationship in the nature of a marriage with a particular person.</li></ul>

Note: The School may impose restrictions (which could include different reporting lines) on the employment of a person on the basis of family status if the person is married to, or is in a de facto relationship with, or a relative of, another employee (or the employee of another employer) if they would be in a reporting relationship, or there would be the risk of collusion (or the perception of collusion) between them in a manner considered to be possibly or potentially detrimental to the interests of the School.

<b>Religious Belief</b>	Any practice which employees who hold a particular religious or ethical belief are required to follow will where possible be accommodated provided the activity can be undertaken privately and provided that it will not interfere with or disrupt the School's routines and activities and/or be inconsistent with the special nature of the School as a Christian based educational institution.
<b>Colour, Race and Ethnic or National Origins</b>	Including nationality or citizenship.
<b>Disability</b>	Includes all identified disabilities
<b>Age</b>	Includes different treatment of anyone over the age of 16 years in employment and recruitment matters.
<b>Political Opinion</b>	Includes the lack of a particular political opinion or holding any political opinion.
<b>Employment Status</b>	Being unemployed or being a recipient of a social welfare benefit or accident compensation or any other form of State support.

### Exceptions

When recruiting, the School may discriminate on one of the grounds listed above, if the situation falls under one of these exceptions [NZGovt.exceptions-to-unlawful-discrimination](#):

- (a) Genuine occupational qualification
- (b) Reasonable Accommodation
- (c) Unreasonable disruption
- (d) Religious observance
- (e) Work outside New Zealand
- (f) Youth Rates

### Liability

The School will be liable for unlawful discrimination, unless it can prove:

- That reasonable steps were taken to prevent the discrimination occurring,
- That the employee responsible acted without the knowledge and authority of the Board.

### Guidelines

1. The Board will seek to engender amongst staff respect for one another, and the differences and strengths employees bring to the workplace as individuals, team members and as members of different cultures.
2. The Headmaster will investigate any complaints of discrimination, reporting his findings to the Board.

### Outcome

There is an atmosphere of tolerance and respect for others, with no unlawful discrimination.

## **4.12 Tutoring of pupils outside the School**

### **Rationale**

Teachers are employed by the School to provide a world-class education for its pupils. All activities of teachers must affirm the expectations that pupils will receive such an education at the School. Tutoring of its pupils by teachers of the School outside of School programmes can risk implying insufficiency in the School's curriculum delivery and an inadequacy of one or more of the tutor's colleagues, so it must only be done within the following clear parameters.

### **Purposes**

- To provide clear guidelines for teachers who may be approached to undertake an external tutoring role with a pupil from King's School
- To ensure that teachers who are engaged in tutoring outside the School, with the permission of the School, in no way compromise their responsibilities as a member of the staff of the School.

### **Guidelines**

1. Teachers employed by the School shall not engage in any secondary employment or contract to provide any form of tuition to pupils of King's School, without first seeking the prior approval of the Headmaster.
2. While engaged in secondary employment approved by the School, teachers of King's School shall in no way compromise the standards or expectations of the School
3. No teacher shall solicit or in any other way seek secondary employment through contacts made at the School, without first seeking the prior permission of the Headmaster, who shall grant such permission only as it reflects well on and relates closely to the objectives of the School
4. Teachers who are granted permission by the Headmaster will not commence tuition prior to 20 minutes after the Year group finishes for the School day and these private lessons shall not interfere with the operation of the School. Unless prior permission has been given by the Headmaster, School resources are not to be used.

### **Outcome**

The goodwill within the School staff team and the School's community toward the achievement of highest standards of teaching and learning will not be compromised by inference or innuendo through the provision of any form of catch-up tuition by employees of the School.



#### **4.13 Volunteer assistance**

##### **Rationale**

The use of volunteers in the School is a necessary part of its effective operation and the terms and conditions of the engagement of such people need to ensure the safety and well-being of volunteers, pupils and others with whom they may be associated with in the course of their work at the School.

##### **Purpose**

To establish a code of engagement for the deployment of volunteers within any activity arranged, managed, or sponsored by the School.

##### **Guidelines**

1. All volunteers may be subject to vetting and screening processes, to the satisfaction of the Headmaster, prior to their involvement or engagement in any activity within the School or among its pupils and staff.
2. The policies for employment of teachers and other staff at the School shall be the guide in the engagement of people as volunteers within the School or among its pupils and staff. Volunteers may be required to confirm in writing their acceptance of the terms and conditions of their engagement
3. During the period of the engagement of a volunteer within the School or among its pupils or staff, the volunteer is accountable to and responsible for complying with instructions and standards required by whichever designated staff member/s has responsibility for supervising and managing the engagement or activity in which the volunteer is involved.

##### **Outcome**

The safety and goodwill of all associated with the School is assured.

## **5. Finance and Property**

### **5.1 Sponsorships and Endorsements**

#### **Rationale**

King's School recognises there are commercial realities in the marketplace today that, if used prudently and in good partnerships, can significantly benefit the School. This reality is part of an evolving pattern in education and must be considered in conjunction with the School's vision and development plans. This policy addresses these opportunities and ensures that both the School and community give sponsorships and endorsements proper consideration and are proactive in seeking commercial partnerships.

#### **Purposes**

- To ensure partnerships protect the name and reputation of King's School
- To clearly establish measurable objectives for all projects undertaken so these can be considered against the School's strategic and operational plans
- To ensure projects are coordinated through the Development Office to avoid confusion amongst targeted groups within the School community. The School will ensure there is a clear distinction/separation between its day to day operations and any philanthropic issues. This is aimed to ensure that any "donation" is a true donation without any actual or implied benefit to the person or business giving the donation. At the same time the School aims to ensure that ethical decisions are at the forefront of decision-making.

#### **Guidelines**

1. All projects shall establish clear data on the validity, legitimacy and efficacy relating to product/service claims
2. Assessment of any liability that King's School may have is a priority and should be referred for appropriate legal advice
3. The terms of the intended project must be specified prior to approval, particularly as they relate to timing, capital outlay, success measurements and administrative or other resources required by the School
4. Define the nature of the relationship with commercial considerations. (For example: is it a sponsorship, endorsement, association, etc.) The terms of the relationship shall be put into a Memorandum of Understanding
5. The School should actively seek and participate in any/all School funding schemes that are currently available. The Development Office should pursue other opportunities about which we are made aware through contacts with other Schools and organisations. The Development Office is the group within the School which could ask parents to embrace such opportunities. The Friends and Old Boys may also be involved with details being passed through the Foundation
6. King's School Board, Staff, School committees and employees shall at all times disassociate themselves from any financial rewards from any project
7. All projects (and related correspondence) shall be seen and approved by the Headmaster
8. All funds need to be identified by project and banked in the School bank account suitably tagged
9. For advertised sponsorships and naming rights, the Board are to be advised prior to any commitments with outside parties.

#### **Outcome**

There are many opportunities that provide valuable and rewarding commercial relationships for Schools. King's School should be "sensibly selective" to ensure current parents (and others in the School family) are

not compromised or embarrassed by such associations. Activities should quickly be seen to be of benefit to the boys and complementary to the School's objectives, reputation and ethics. Fundraising is a desired outcome for all projects, but never the determining factor for involvement.

## **5.2 Fundraising Policy**

### **Rationale**

King's School recognises the need to raise funds from the wider community to enable the School to achieve its purpose and development plans for the future. All fundraising efforts should reflect and relate to the vision purpose and values of King's School. Fundraising is defined as any effort to raise money, or collect goods or services or on behalf of King's School.

### **Purposes**

- To ensure the name and reputation of the School are protected.
- To ensure all fundraising projects are co-ordinated through the Development Office and approved by the Headmaster.
- To ensure that all fundraising carried out on behalf of the School is both ethical and professional and adheres to the Code of Conduct and Ethics of the Fundraising Institute of New Zealand (FINZ) and/or Educate Plus.
- To ensure best-practice stewardship of donors and correct use of donations and grants including appropriate acknowledgement, receipting and reporting requirements.

### **Guidelines**

- All fundraising is approved by the Headmaster and should be well planned, well co-ordinated and with clear objectives.
- Accurate data on budgeted and actual costs and income should be recorded and assessed when approving and reviewing projects. Acceptable levels of costs to income ratios should be maintained.
- All promotional material relating to fundraising must be factually accurate, clearly identifying the institution and the purpose for which the funds are requested, and not likely to mislead prospective donors.
- The privacy and confidentiality of donors and their giving must be respected as they wish.
- Gifts and grants will be used only for the projects for which they were sought or as requested by the donor.
- All donations, including donation of goods or services, will be recorded on the donor management database which will remain confidential to appropriate administration staff.
- Lists, records and documents acquired by development staff and volunteers in the service of King's School shall be held confidential at all times and remain the property of King's School.
- Fundraising activities shall at all times be conducted in an ethical way without the use of pressure or harassment.
- King's School staff, Board and volunteers shall receive no personal, material benefit from any project or donation.
- All fundraising projects within the School community (School Development Office, Friends, Foundation and KSOBA) must be referred to the Development Manager to prevent confusion or overlap within the School community.
- King's School reserves the right to decline any gift if it is not in accordance with King's School Vision, Purpose and Values.
- Any naming in recognition of donors will be presented and planned with Board approval.
- The School currently does not name facilities, however does acknowledge key sponsors at various events which take place from time to time.

## **Outcome**

A well-planned, professional fundraising programme is executed to achieve short and long-term goals to enable the School to achieve its ends. An ethical approach and clear reporting will encourage donor loyalty and enhance the reputation of the School. Excellent donor stewardship increases the retention and lifetime value of donors and leads to an increase in bequest giving.

## 5.3 Bequest Fundraising Policy

### Rationale

As part of a co-ordinated fundraising plan, King's School will actively promote bequest giving within the School community. Bequest giving forms a substantial part of the income of many educational institutions, particularly overseas, and this is seen as an opportunity to increase a very cost-effective form of medium- to long-term fundraising.

### Purposes

- To encourage the School community to make a gift to the School in their wills.
- To ensure that all bequest fundraising is handled with empathy, honesty and respect.
- To ensure that bequest fundraising adheres to best practice and the FINZ Standard of Bequest Fundraising.

### Guidelines

- All bequest fundraising should meet the School policy guidelines for general fundraising.
- Bequest information should recommend that the donor seeks independent advice.
- Bequest information should comply with New Zealand legislation and be approved by the School's legal advisor prior to publication.
- The bequest fundraiser should maintain a professional relationship with the donor in connection with any bequest or proposed bequest.
- The donor should not be subjected to undue influence and should not be prevented or discouraged from seeking legal advice.
- The fundraiser must observe the donor's rights to have a family member or support person present, to not receive bequest-related information or visits or to refuse to make a bequest.
- The fundraiser must not receive any personal benefit from the bequest.
- The fundraiser or School representative must not be appointed as an executor of the donor's will or trustee of the estate.
- Donors who inform the School of their intention to make a bequest to the School will receive recognition in their lifetime unless they request to remain anonymous.
- Written acknowledgement and receipt of a bequest will be provided to the donor's executor or legal representative and where a bequest is specific as to purpose they will be informed of how the organisation intends to use the bequest.
- The School or fundraiser may provide a list of legal practitioners but relations with any particular legal practitioners must be declared and this does not replace the need for the donor to seek independent legal advice.
- The fundraiser must not disclose to any unauthorised person any details of the donor's will. However this does not prevent the fundraiser from disclosing the necessary details to a legal or financial advisor for the purpose of obtaining legal or financial advice relating to the bequest.
- Bequest gifts, unless otherwise specified, will become part of the School Foundation capital fund and only the interest from them will be used for the specified charitable purpose
- King's School reserves the right to decline any bequests if they are not in accordance with the King's School vision, purpose and values. Any such possible gifts will be referred to the Board of Governors for a final decision.

### Outcomes

Bequest giving will provide an additional income stream in the medium to long term. It will increase the School Foundation capital fund and enable the School to become more sustainable in the future.

## 5.4 Finance – Budgeting and Expenditure

### Rationale

The budget expresses in dollars the educational and ancillary recurrent programmes of the School. Its approval each year constitutes one of the single most important points of involvement by the Board in guiding the development of the School. Properly interpreted, the budget is a financial feasibility study of the policies of a School over the next year.

### Purpose

The fundamental purpose of the School budget is to identify necessary expenditures and the means by which they will be funded.

### Guidelines

#### (1) The Budget

Work should begin on the budget as soon as useful knowledge of the next year's conditions becomes available, and should be started no later than September of each year.

The following points are to be noted:

1. The enrolment predictions for the next year and the implications of any variations for both teaching and ancillary staff levels
2. Any proposed variations in curriculum content and presentation, which will have financial implications.

The Headmaster and the Head of Corporate Services are to obtain submissions from heads of academic departments for equipment and consumables for discussion. Maintenance of property and equipment, and provision of services will be the subject of continuing policies but the cost of any major proposals will need to be identified. Consideration of all these components and a review of recent years' experience will enable a preliminary draft of expenditures to be made.

Next, an estimate of all non-fee income needs to be made including, income from investments, donations and fund-raising, rent, extra tuition, stationery bookshop etc. The shortfall between this income and projected expenditure will indicate the required pupil fee income for the following year.

The budget must provide for a surplus if the School is to have funds for expansion, development or renewal. The sum of the shortfall and the desired operating surplus, when placed alongside predicted enrolments will point to the fee scale necessary to be charged.

Would these fees be

- Acceptable to the parents
- Competitive in the 'market place'
- Consistent with the Board's policy?

If not, then economies need to be made in expenditures or means found of augmenting other income. If the answer is 'yes', then a submission is ready for the Board's approval. It is essential that the Board inform the parents of both continuing and enrolling students, of next year's fees before the end of the year. Also, staffing and material/equipment requirements for the New Year need to be in hand before the academic staff depart for the Christmas vacation.

The two major items in School budgeting are fee income, depending on actual enrolments, and salaries/wages. The budget for these items requires frequent examination. A shortfall in predicted enrolments will have a disproportionate effect on financial results. The School must live within its budget, and should prefer to err on the side of conservatism when estimating income and to make full allowances for probable and possible increases in salary and wage rates.

The Headmaster, following discussion with the Heads of Department, will recommend to the Board the annual budget for the year ahead

Each month, the Head of Corporate Services is to submit a written report to the Board, setting out details of actual results compared with budget and forecast expenditure. Such reports will be in summary form and cover both the operating and the capital expenditure budget.

## **(2) Cash Flow and Investment**

The Head of Corporate Services has an important role to play to ensure that the best use is made of the funds that the School generates from normal operations or receives in some other way.

To enable the Head of Corporate Services to achieve proper control of funds for investment, it is important that there be maintained a well-considered Cash Flow Projection covering both a period of a year ahead and, where possible, another for the long-range planning period. (Generally the actual cash flow will be recorded month by month against the estimated figure to provide an indication of the accuracy of the original estimates).

Funds could be available for investment from the following sources:

### **1. Short-Term Funds:**

- a. Generated from normal operations and available only until required to meet current operating expenditure
- b. From other sources, for example, call down of advance from bank or other tender but not immediately required.

### **2. Long-Term Funds:**

- a. Surpluses generated from normal operations but not required for current operations or current capital Expenditure
- b. Funds from donations or the like, subject to any special investment provisions
- c. Funds from other sources, not required at once and available for investment for some period in excess of a year.

It is of prime importance that the Head of Corporate Services obtains guidelines from the Board in respect of investments and that great care is taken to see that all investments fall within these guidelines. The Head of Corporate Services will not be given approval to invest in anything of a speculative nature and a proper investment of the School funds must be on the basis that the funds are held in a stewardship capacity and may be invested only in secure and non-speculative investments.

Where large amounts are available for investment it is customary for the Board to provide that a set maximum amount or proportion be invested in any one medium or with any one party.

The general aim of investment is to obtain the best return on investment consistent with the degree



of risk inherent in the approved medium. The safety of an investment involves both the security of the capital and the assurance of the earnings.

A study of the short-term money market needs to be made by the Head of Corporate Services who should do all that they can to establish and maintain contacts with successful professional advisers who specialise in investment of funds.

Short-term investments may readily be made in deposits – on Call or for fixed periods. Longer-term investments will be made on advice from the Board.

When the investment of funds is being considered, the Head of Corporate Services is to bear in mind that the School's bank is more likely to be sympathetic to an approach from the School for a loan, if, at times when the School has had funds available for investment the funds, or some of them, have been placed with the Bank or its associated financial institutions.

The Head of Corporate Services must report regularly to the Board on what funds are available, how they are invested and at what rate of interest.

**Outcome**

Once the Board has adopted the budget, it becomes the official guiding financial instrument for the Headmaster to follow and report on for the following year.

## **5.5 Buildings and Grounds**

### **Rationale**

The operation and maintenance of the physical plant of the School, including the grounds and playing fields, is a full-time job for a team of skilled and knowledgeable persons. The size and scope of the School buildings and grounds department will vary from time to time, due to the number of buildings, their age and condition, and the nature and extent of the land owned by the School (currently four hectares).

### **Purpose**

To ensure that the Head of Corporate Services:

- Assumes full responsibility for the architecture and landscape design, heat, power, and ventilation, care taking, fire protection, security and safety, horticulture and the mechanical and electrical trades
- Seeks and obtains professional services ( e.g.architects, engineers, landscape designers) and contract work ( e.g. plumbers, carpenters, electricians, air-conditioning technicians) as and when required.

### **Guidelines**

- a. Provision of adequate heat, light, and ventilation by:
  - (1) Inspection of wiring and fixtures
  - (2) Maintenance and repair of equipment and plant
- b. Maintaining an attractive School by:
  - (1) Painting and refinishing exterior surfaces
  - (2) Repairing and replacement of fixtures
  - (3) Care for lawns, trees, paths and playing fields
- c. Providing custodial care by maintaining:
  - (1) Clean classrooms and other interior spaces
  - (2) Repairing and maintaining furniture and fixtures
- d. Protecting life and property by:
  - (1) Ensuring compliance with local authority regulations
  - (2) Maintaining and testing all fire prevention and control apparatus
  - (3) Supervising security and control distribution of keys
  - (4) Elimination of safety hazards
- e. Provide auxiliary services by:
  - (1) Processing orders for materials and receipt of deliveries
  - (2) Provision of labour as necessary to move furniture, mark playing fields, maintaining courts, etc.
- f. Take part in the planning of buildings and the construction:
  - (1) Participate in long-range School development planning
  - (2) Supervision and construction of new buildings.

The Head of Corporate Services will develop a set of aims and operating policies for managing the buildings and grounds department along with any long-range items that may require additional funds in future budgets. The Property Supervisor will assist with this requirement.

The Head of Corporate Services will arrange for the periodic inspection of buildings and grounds, and listing items that require attention. A good work request system is an essential element of a buildings and grounds operation.

### **Outcome**

Done properly the buildings and grounds operation will provide the best possible educational environment.

## **5.6 Equipment**

### **Rationale**

The proper combination of quality, service and price, i.e. value, must be defined individually for each item purchased. In the case of staple items, price is probably most important. With laboratory or audio-visual equipment, quality and service usually weigh more heavily. Central buying can give the School even greater control over spending and accounting for School funds.

### **Purpose**

To obtain maximum value consistent with cost.

### **Guidelines**

The Head of Corporate Services assumes the role of Purchasing Officer, being the logical person to perform this service.

Departments should obtain from the Head of Corporate Services whatever information they need when buying equipment and supplies as they should keep and accept through the mail, or from representatives, an up-to-date master file of catalogues, price lists, and other information on the numerous items that are needed during the School year.

All purchases must be routed through the Main Office. All departments, without exception, must use the approved School Order Form for all requisitions. The name of the department, date, quantity and items to be purchased, required delivery date, and the department head's signature of approval are to be on the Order Form.

In making major purchases sound commercial practice dictates that quotations are obtained for formal competitive bids. Departments are to resist relying on the most convenient source or the same supplier they have been using for years, either out of tradition or apathy. Usually more than one vendor can meet a particular need, and the Head of Corporate Services should take the time to explore the various advantages offered by each.

### **Outcome**

Taking the time to explore the possibilities of co-operative buying by all members of the group will ensure substantial savings through quantity discounts.

## **6. Health and Safety**

### **6.1 Provision of a safe and healthy environment**

#### **Rationale**

To provide a safe and healthy environment for all staff, students, parents and visitors.

#### **Purpose**

King's School will take all practicable steps, in accordance with Worksafe New Zealand Act 2013, to ensure the health and safety of staff, students, visitors and contractors by complying with relevant health and safety legislation, standards, and codes of practice and ideally by pursuing initiatives based on current best practice.

King's School will eliminate where possible and/or reduce health & safety risks relating to worker fatigue, drugs, alcohol, mental and physical health and promote clear guidelines on the support available for persons who may be impacted

#### **Guidelines**

1. All staff have individual and collective responsibility for health and safety and fitness for work
2. All staff
  - Being informed of
  - Understanding, and
  - Accepting their responsibility for eliminating or minimising the potential for harm to people at their workplace, including contractors, students other staff and visitors being informed of any results of our monitoring their work area
3. Ensuring staff are consulted on, and given the opportunity to participate in, health and safety management
4. Ensuring employee representatives are consulted regarding health and safety management through the Health and Safety Committee members and monthly H&S committee meetings
5. Ensuring the School has an effective method for identifying hazards. Significant hazards will then be controlled by:
  - Eliminating or isolating any hazard that arises out of the School or School environment and is likely to cause harm to staff, students or other people
  - Minimising the effects of hazards, if they cannot be practicably eliminated or isolated
6. Creating and maintaining a healthy and safe working environment. This includes providing facilities for staff health and safety at work. Staff are informed and given

access to in-house counselling and/or EAP services to support and assist with their wellbeing.

7. Having in place plans and procedures for all foreseeable emergencies that may arise in the workplace
8. A risk management approach (by Line Managers) will be applied to manage a staff members fitness for work. This may include impairment through drugs/alcohol, mental health issues, social life, family violence and quality of sleep as some examples of issues to be identified and worked through
9. Providing appropriate orientation, training and supervision for all new and existing staff
10. Having effective vetting procedures for the hiring and monitoring of contractors and being accountable for their safety and for that of other visitors
11. Accurate recording, reporting and investigation of injuries and incidents
12. Board of Trustees commitment to continuous improvement in health and safety
13. Board of Trustees commitment to comply with all relevant health and safety legislation
14. Supporting the safe and early return to work of injured employees
15. Ongoing evaluation, review and updating of our compliance with our health and safety programme and this policy
16. Areas and type of work will be taken into consideration when assessing fitness for work in this policy
17. It is a condition of employment that employees do not undertake work when they are unfit as a result of fatigue, drugs, alcohol, mental & physical health that impacts on their ability to perform their duties/role. This also applies to suppliers and contractors to the School

## **Outcome**

The School will have taken all reasonable steps to create a healthy and safe working environment for all. The management of staff with regard to fitness for work is a shared responsibility between employees and senior management.

## **6.2 School Emergencies & Civil Defence**

### **Rationale**

In the event of a School or civil defence emergency occurring during School time the School will need to be able to cope with the situation and attend to the welfare of pupils and staff.

Emergencies include, but are not restricted to:

- Fire
- Earthquake
- Lock Down
- Extreme weather events

### **Purpose**

To ensure that the School has the practices and procedures in place to cope with all School emergencies.

### **Guidelines**

The School will:

1. Empower individuals within the School to accept responsibility for coping in an emergency
2. Provide personnel trained in the use of appropriate resources
3. Minimise danger to life in the event of an emergency
4. Train staff in first aid and provide refresher courses as required.
5. Apply first aid to injured people
6. Ensure that there is a plan for adequate communication and orderly reunification of pupils with parents or caregivers after an emergency even
7. Ensure that all staff and pupils can be supported on the premises for at least 48 hours following a civil defence emergency
8. Hold regular drills

### **Outcome**

The School will have taken all reasonable steps to prepare for a School emergency.

## 6.3 Arrival and Dismissal Traffic at Gates

### Rationale

Safety of pupils at the beginning and end of each day requires effective management of road crossings, access to buses and private vehicles.

### Purpose

To ensure the safety of the pupils of King's School on arrival at, and departure from, the School.

### Guidelines

1. Two groups (wearing Hi-Vis Safety vests) will be engaged in the management of pupils at the School gates:
  - **Teachers:**
    - Greet and dismiss pupils, ensuring they are tidily dressed and conduct is to the standard required by the School
    - Stand at gates 2, 5 or 9, assisted by a duty pupil
    - Will be on duty from 7.45am – 8.00am, 3.00pm – 3.30pm and 3.40 – 4.00 pm
  - **Prep & Junior School Staff** who dismiss their pupils from either gate 2, 5 or 9 should remain at the gate until the duty teacher for the day arrives
  - **Road Supervisors:**
    - Responsible for the safe movement across crossings and parking of vehicles
    - Ensure free movement of traffic is maintained
    - Will be on duty from 7.30am – 8.15am and 2.45pm – 4.30pm
2. Parents shall be notified regularly of our expectations in regard to their drop-off and pick-up of children.
3. Senior staff (usually Deans) will monitor the procedures at Remuera Road and Portland Road, advising the appropriate Senior Teacher of any concerns, particularly with respect to the management of the bus stop in its eastern location along Remuera Road.

### Outcome

Parents, pupils and staff will be assured that all procedures are in place for safety on the School's surrounding roadways



## **6.4 Smoke-free Environment**

### **Rationale**

King's School recognises and acknowledges that:

- Smoking is deemed to include vaping of tobacco and non-tobacco products
- The health and well-being of staff and other users of the School may be negatively affected by smoking
- Smoking in School settings presents pupils and others with a mixed message regarding consumption of tobacco or other tobacco products
- Evidence indicates that smoking within a School can contribute to the uptake of smoking by young people both now and in the future
- As a good employer, the Board of the School must respect the right of employees to a smoke-free environment.

### **Purpose**

- To comply with the Smoke-free Environments Act 1990
- To provide a smoke-free environment at King's School.

### **Guidelines**

1. Smoking shall not be permitted anywhere within the buildings or grounds of King's School at any time
2. Organisations or individuals using School facilities must agree in writing to comply with this policy as a condition of use
3. Signs shall be displayed at the entrance to the School and in the office foyer and any other place or places that the Board of Governors may consider appropriate
4. A copy of this policy shall be provided to all applicants for positions at this School upon receipt of their application
5. Parents of new enrolments are to be advised of the School's smoke-free policy when enrolling their children
6. Complaints with regard to this policy should be made in writing to the Headmaster.

### **Outcome**

The staff and pupils of the School are assured of a healthy environment free of tobacco or similar personal smoking.

## **7. Information, Communication and Technology (ICT)**

### **7.1 School Copyright**

#### **Rationale**

The School will respect all copyright rights.

#### **Purpose**

To respect the rights of students and teachers in material that is created in and for School.

#### **Guidelines**

The School will respect all copyright rights including:

- ☐ The rights of owners of third party material used in teaching
- ☐ The rights of students in all material they create in and for School
- ☐ The rights teachers have in material they created prior to being employed at the School and in material created while employed at the School.

The School complies with New Zealand copyright legislation including sections relating to educational and library use.

The School will purchase appropriate copyright licences where its use of copyright material exceeds that permitted under the Act and the School will comply with the terms of these licences.

While acknowledging that the School cannot control all actions of its students, the School will endeavour to educate students on copyright use, including referencing, approved copying and proper use of electronic material and downloadable music.

The School has copyright procedures within the School to facilitate compliance with this policy, including training and education of staff.

### **7.2 Acceptable User Policy (AUP)**

#### **Rationale**

The use of the internet at King's School is a privilege not a right.

The internet is to be made available to staff, pupils and community members under appropriate conditions described in this policy.

#### **Purpose**

To provide safe and appropriate access to the resources on the internet and the intranet platforms of the School.

## **Pupils**

Pupils shall be able to use the internet under the following conditions:

- An application to use the internet shall be sent home and returned signed by the relevant caregivers. The policy statement and a code of conduct will form the basis of the documentation that the caregiver and the pupils agree
- This application enables the pupil to receive instruction in the use of the internet including e-mail and World Wide Web access
- In order to use the internet the pupil must have his licence on display at the computer terminal that is in use. This licence will be issued after the application has been signed by the caregiver and the pupil, and then laminated.

## **All users of resources for internet access**

The following code of conduct will be adhered to by all people who use the internet access provided by the School.

### **Guideline 1 : General statement**

- The internet is provided for the education of and the improved delivery of curriculum material(s). Pupils and staff are encouraged to make use of the services to this end
- School management and the Board of Governors reserve the right to make random audits of the history files that record which web sites have been visited through the School's internet access (Users would be informed of an audit in advance).
- Access to inappropriate sites through use of the School's internet access will be referred to the Headmaster for appropriate action, which could result in dismissal of staff and/or boys from the School.

### **Guideline 2 : E-mail**

- E-mail is provided for staff and pupils to make contact with others in the interest of education
- E-mail boxes will be checked by staff on working days and replies should not take longer than 24 hours
- Information sent via e-mail shall be constructive and informative

### **Guideline 3 : Use of service**

- No profanity, obscenities, discriminatory or negative speech, or any other language that could be construed as such, is to be used in any e-mail messages
- No private information is to be distributed to other parties at any time. This includes reposting of information sent by another party
- The School's network (intranet) is not to be used by any person for illegal activity
- Downloading of material must be scanned for viruses at all times and any deliberate attempt to spread viruses through the network will be dealt with as a serious breach of discipline
- All copyright, privacy and international laws are to be abided by at all times.

### **Guideline 4 : Accounts**

- At no time are pupils to place orders for goods or services over the internet using the School name, title or funds
- E-mail accounts are set up for the intended user only. Use of another person's e-mail account to send and receive e-mail is forbidden.

### **Guideline 5 : Liability**

- King's School is not, and cannot be held responsible for the loss of material, accidental corruption or any other action that might affect transmission or loss of data

- King's School has taken all possible precautions to maintain safety of all users and these guidelines are written and enforced in the interest of all users' safety and effective use of the internet.

**Members of the public**

The internet may be used by members of the public in controlled situations with a staff member or other member of the public nominated to run such an event. Members of the public will be expected to conform to the same guidelines as expressed above, although a formal signing of an agreement may not be necessary. At all times the person nominated to be in charge shall do all in his/her power to ensure that these guidelines are adhered to.

## King's School

### Application for a Pupil Internet Licence

Name of Applicant \_\_\_\_\_

Address \_\_\_\_\_

Parents/Caregivers name(s) \_\_\_\_\_

Contact phone number \_\_\_\_\_

Year level \_\_\_\_\_ Class teacher's name \_\_\_\_\_

I understand the King's School Policy on the use of the internet and agree to abide by the rules. I agree to abide by the decisions made by King's School and by the teacher that is in charge at the time I am using the device.

Pupil signature \_\_\_\_\_ Date \_\_\_\_\_

#### Parent/Guardian/Caregiver

As the parent/guardian /caregiver of the pupil identified above I have read the policy statement relating to the use of the internet in the School and I understand that use of the internet within the School is intended only for educational purposes. I understand that King's School has taken all possible precautions to make the internet as safe as possible for all users. I also agree to support the School in any action it may take to ensure that the code of conduct as described in the policy statement is enforced.

Name \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **The Internet Licence**

The permission slip informs the parents of their child's, and the School's, responsibilities and outlines the School's policy in relation to the internet services being provided. The parents sign the permission slip and return it to the School.

## **Summary**

The internet is a powerful tool but it must be understood both mechanically and pedagogically by both staff and pupils. There must be management systems put in place to protect the interests of management, staff, pupils and parents. Policies must be in place before any staff or pupils have access to the internet via School-acquired equipment. The policy will evolve with the School's development. As new capabilities are realised the policy must reflect the possibilities which are forever changing.

## **Outcome**

The use of the internet and the School's intranet by pupils and staff will be productive, constructive and educationally sound in all respects.

### **7.3 Online Publication of Pupil Images and Work**

#### **Purpose**

There are three main reasons the School publishes pupil material online:

- To educate the pupil in the role and use of technology in society
- To encourage the pupil to be part of and participate in the School community
- To promote the School and its diversity to the wider community.

#### **Guidelines**

1. The School will publish the material only on its own website and New Zealand-based websites endorsed by the Ministry of Education, such as the Ministry of Education's website The Online Learning Centre – Te Kete Ipurangi ([www.tki.org.nz](http://www.tki.org.nz)). The School may also recommend that pupil work, or the whole School website, be available through Te Kete Ipurangi
2. The School acknowledges that it cannot control access to the websites on which pupils' images or material is published or the copying, by visitors to these websites, of images of the pupils and their work
3. The School will identify pupils on the websites only by their first name and year at School. Pupil's surnames, home addresses, email addresses and telephone numbers will not be available on the websites
4. The School will immediately remove all material relating to a pupil from its website if requested by the pupil or his parent/guardian
5. The School will not publish material online that may defame anyone, be objectionable from a human rights point of view, be obscene, or infringe the copyright of third parties. All the pupil material published online will be subject to any editing process determined by the School, which will include the correction of spelling and grammatical errors
6. The School has a designated privacy officer who is available to answer any enquires from parents or pupils about the operation of the School's policy for the online publication of pupil images and work.

NB The Schools current Privacy Officer is the Deputy Headmaster.

## 7.4 Computer anti-virus protection

### Rationale

King's School needs to communicate freely with many people and in order to do this through an electronic form we need to provide our recipients with 'clean' documents and email free from any kind of virus.

### Purposes

- To have staff fully aware of virus protection
- To have documents clearly free from any type of virus leaving or coming into King's School.

### Guidelines

1. Staff bringing laptops or portable hard drives to School must have them virus-checked by Information, Communication and Technology (ICT) staff before using
2. Staff are **not** to open email attachments directly from the email programme but **must** first save them to a designated location. This location then needs to be scanned before any attachments are opened. This is **essential** to prevent spread of infected files
4. Staff who receive attachments with email from senders they do not know/trust should always follow step 3 above or delete the attachment **without opening/saving**
5. It is each staff member's responsibility to be "virus" aware

### Notes:

- Virus awareness is a requirement of staff, not an option
- Failure to follow will be regarded as a serious breach of professional expectations
- ICT staff members are responsible for training staff to manage auto updates of virus definitions. This will be done when software is installed.

### Responsibilities (2019)

Deputy Headmaster	ICT Facilitator/Teacher
TSS	ICT Technician



## **8. Extra-Curricular Policies**

### **8.1 Tours – Application to Tour**

#### **Rationale**

King's School recognises that group tours are an important part of modern education. Trips may be undertaken for extra-curricular or curricular reasons. This policy applies to all official trips by staff and pupils of King's School locally, nationally and internationally.

#### **Purpose**

To ensure all trips are official Schools trips and that the correct procedures are followed.

#### **Guidelines**

##### **Local and National Tours**

1. Tour Manager is to fill out a '*Trip Application Form*' and where appropriate a '*Risk Analysis Matrix*'
2. Applications will normally have a minimum of a term's notice
3. On approval from the Headmaster notification and consultation of the trip is to be made public to
  - Parents and wider School community
  - All staff and other parties who might also be developing a trip application.
4. Travel arrangements (tickets) are to be ordered via the Headmaster's Executive Assistant.

##### **International Tours**

1. Tour Manager is to fill out a '*Trip Application Form*' and where appropriate a '*Risk Analysis Matrix*'
2. Applications will normally be made 6 months in advance or by the end of the preceding year
3. On approval from the Headmaster notification and consultation of the trip is to be made public to
  - Parents and wider School community
  - All staff and other parties who might also be developing a trip application
4. Travel arrangements (tickets) are to be ordered via the Headmaster's Executive Assistant.
5. The Headmaster covers his tours/PD with the Chairman.

#### **Outcome**

These procedures are adhered to and staff and Board members are familiar with the procedures for Tours. Tours are granted where appropriate and fair.

## **8.2 Tours – Conduct**

### **Purpose**

To define the parameters for tour members to meet their obligations when travelling and staying away from their homes. To teach pupils appropriate behaviour in local, national and international environments.

### **Guidelines**

1. The tour manager will give the Headmaster a copy of the conduct expectations. This will be done as part of the 'Application to Tour'
2. Staff are required to go over protocol, expectations and code of conduct before taking pupils on tour
3. Conduct of pupils must reflect the standing of the School in the community at all times
4. Staff must follow the School's conduct expectations in order to maintain standards of safety, appearance and behaviour
5. Staff are to ensure pupils and parents understand the discipline procedures to be followed for breaches of code of conduct while on tour
6. Tour Manager is to seek parental acceptance of discipline procedures for breaches of conduct while on tour. These expectations are to be made clear to the students also

### **Outcome**

Tours give pupils the opportunity to broaden their horizons beyond the School environment and to bring credit to the School.

## **8.3 Tours – Funding**

### **Purpose**

To ensure appropriate funding support is given to all participants of official School trips. Funding for a tour is prefaced by the 'Application to Tour' being accepted by the Headmaster.

### **Guidelines**

#### **National Tour**

1. The appropriate Cost Centre Manager will budget for all official School tours
  - Head of Physical Education is the Cost Centre Manager for sporting and competitive extra-curricular activities
  - Dean or YGC or subject specialist is the Cost Centre Manager for curriculum activities/field trips
  - Director of the Performing Arts is the Cost Centre Manager for cultural trips
2. Where there is to be a cost placed on pupils, this cost will be determined by the Cost Centre Manager responsible
3. Where there is to be a cost placed on pupils, this cost can either be paid from their own pockets or from fundraising
4. The Headmaster will determine whether the cost of staff travel will be met by the School. All travel bookings, including accommodation, to be booked by the Headmaster's Executive Assistant.
5. All persons as part of the King's School travelling tour party, should travel economy class
6. Inclusive and comprehensive travel insurance for all tour party members is to be paid by the School
7. As a general rule all tours should be self-funding.

#### **International Tour**

1. The appropriate Cost Centre Manager will budget for all official School tours
  - Head of Sport is the Cost Centre Manager for sporting and competitive extra-curricular activities
  - Dean or YGC or subject specialist is the Cost Centre Manager for curriculum activities/field trips
  - Head of Performing Arts is the Cost Centre Manager for cultural trips
2. Families of pupils travelling overseas are to meet all costs.
3. The cost of staff travel will not be a cost on the staff members
  - Team coaches or experts essential to the activity will be a cost on the tour budget, including all accommodation, meals and reasonable incidentals
4. All persons as part of the King's School travelling tour party should travel economy class.
5. Staff travelling with a tour party must travel with and be accommodated as close as possible to the pupils, so that:
  - Where possible, staff will be accommodated in the same building as pupils
  - Where pupils are billeted, the staff will be readily available by phone contact
6. Inclusive and comprehensive travel insurance for all the tour members (including staff travelling with the group) is to be paid by the Touring party.

### **Outcome**

- All travel is authorised and within budget.
- Costs incurred by staff while supervising a tour are refunded on an actual and reasonable basis, when prior approval from the Headmaster has been received.

## **8.4 Tours – Fundraising**

### **Purpose**

To ensure that fundraising is undertaken in a way which is consistent with School wide fundraising.

### **Guidelines**

1. The tour being undertaken has the approval from the Headmaster
2. All fundraising shall be the responsibility of the group concerned, including, as appropriate, the parents
3. Ensure that any group involved in fundraising establishes a defined membership which has
  - A chair person who is responsible to the School for the group's activities
  - A staff member willing to monitor the fundraising activities
  - Clearly defined goals, objectives, budget and programme
  - Agreed methods for the distribution of funds
  - Accounting procedures approved and monitored by the Head of Corporate Services
  - Tour Manager must have approval from the Headmaster for any fundraising activities
4. All correspondence must be seen and approved by the Headmaster
5. No fundraising will take place, either as a group or an individual, using the name of King's School without prior approval
6. King's School will have no financial responsibility toward any fundraising activity and will not assume liability for any shortfall in funds
7. All funds raised are to be banked into the School bank account with a separate ledger for each trip or tour
8. Target fundraising activities to a greater audience than the King's School community wherever possible
9. To avoid conflict of funding requests, fundraising will normally be restricted to one tour at a time within the King's School community.

### **Outcome**

Fundraising should be a pleasurable voluntary activity that supports the pupils in their aims and which is conducted in a manner that protects the School's reputation.

## **8.5 Tours – Management**

### **Purpose**

To ensure a structured process is put in place to protect the tour participants and assets, from injury, loss or accidental damage. The process will allow the leaders of the tour to reduce or eliminate the uncertainty of loss and minimise any adverse effects.

### **Guidelines**

1. Staff members are aware of the ramifications of being ‘in loco parentis’
2. Staff responsible for the tour must take all practicable steps to minimise risks and hazards to life. They include
  - Risk Identification
  - Type of Risk
  - Risk Evaluation
  - Risk Reduction
3. Appropriate Risk Management Matrix is completed
4. The tour will comply with any legislative requirements
5. Staff members agree to the following duties
  - Duty of care, diligence and skill
  - Duty to avoid conflicts of interest
  - Duty not to abuse position

### **Outcome**

The management of the tour provides for a safe tour for pupils, staff and tour equipment.  
The likelihood is reduced of any legal or public relations problems for King’s School

## **8.6 Tours – Staffing**

### **Purpose**

To ensure there is appropriate and competent supervision of pupils while they are on tour.

### **Guidelines**

1. All official King's School tours are to be led by a staff member
2. The leading staff member for a tour shall have an accompanying staff member of similar competence who has the ability to provide full back-up in the event that the leading staff member is incapacitated during the tour.
3. When deciding on staff/pupil ratio the following must be considered
  - Staff competence, qualifications, skills, knowledge, and experience for the proposed tour
  - The age, ability, experience and maturity of the pupils
  - The degree of real risk inherent in the activity and the frequency of exposure to real risk
  - The level of control and supervision required
  - Climate, other environmental factors and the time of the year
  - Site and locality factors
  - The nature and availability of emergency support
  - The desired educational outcomes of the activity
4. Staff supervising pupils on a tour are considered to be acting in place of a parent. 'In loco parentis' requires staff to ensure that pupils receive at least the degree of care to be reasonably expected from a careful and prudent parent
5. Duty of care for the pupils continues for as long as the staff have charge of the pupils
6. Staff accepting leadership of a tour as part of their employment are agreeing they are competent. Competence is judged in relation to professional standards or accepted practices within the teaching profession
7. Adult non-employees of King's School acting in a leadership role on a tour must be briefed, as appropriate, on their role on the tour, and on safety and supervision requirements
8. Parent volunteers attending a camp, tour or overnight event are to be police vetted and re-checked every 3 years and/or as required.

### **Outcome**

There is competent and appropriate staff supervision of all tours. Staff pupil ratios accurately reflect 'sound professional practice' when taking pupils on a tour.

## **8.8 Tours – Conduct and Procedures**

### **Rationale**

King's School tours are required to define the parameters of behaviours for pupils while they are representing the School. Such parameters must be at least as extensive as those contained with the policy and statements relating to the Code of Conduct and Pupil Discipline. Pupil behaviour will reflect the standards and expectations of the Board of Governors and the School community.

Adherence to reasonable expectations of behaviour will ensure all parties touring, (pupils, staff and accompanying parents), will have an enjoyable, successful and safe trip and the reputation of the School will be enhanced.

### **Purpose**

To ensure the highest standards of the School are upheld at all times when a group from, or representing, the School is travelling and/or touring on an event managed by the School or with the School's authority.

### **Guidelines**

Staff accompanying School tours are required to:

1. Inform pupils of specific rules and expectations of them while on tour
2. Ensure normal School rules and appropriate expectations are applied to all members of a School touring party
3. Outline to pupils (and their parents) the likely consequences for any breaches of stated expectations
4. Give routine (daily) instructions on the expected behaviour and conduct relative to the activities of the day
5. Ensure all adults accompanying the travelling group understand the expectations for appropriate behaviour and conduct and what steps must be taken in the event that those expectations are not achieved
6. Advise the Headmaster or Acting Associate Headmaster by the speediest means possible of any major breach of conduct, where such a breach places in doubt the viability of the travel continuing if the matter is unresolved
7. When boys are being supervised the consumption of alcohol is forbidden. For clarification, camps have a 24/7 supervision requirement.
8. For billeting and/or homestay, students should be billeted in pairs whenever possible. Full contact details of host parents must be supplied and emergency contact details, medical and dietary requirements shared with all parties.
9. The host School, in conjunction with the Tour Manager, will arrange the allocation of students (in pairs) with the billeting families. The families must comprise of families of current students of the host School, and be well known to the School.

### **Outcome**

Goodwill and high standards will be achieved on the tours and travel because pupils will fully commit to the achievement of those high standards.

## **8.9 Outdoor Education Parent Selection**

### **Rationale**

Parents are to be encouraged to attend camps and other outdoor education activities, with the assurance that their selection to participate in such activities will be fair and open.

### **Purpose**

Supervision of outdoor education must ensure that:

- All participants are safe
- The staff and voluntary leaders are qualified to teach the skills we want to develop
- Adult/child ratios are appropriate for the activity
- The harmony of the total group is encouraged and supported.

### **Guidelines**

With these criteria in mind, where possible we select the parents to achieve the following:

- At least one medically trained person at each camp
- All specific responsibilities can be competently managed
- A balance in the number from each class is achieved.

### **Process**

1. The School selects staff, parents and other leaders for each camp
2. The selection of parents will be a cooperative effort involving all staff attending that camp and a staff member from the previous year group. The Head of Physical Education will supervise these selections with the Headmaster having the final say
3. The School will aim to ensure a parent of a boy can attend at least one camp from Year 4 onwards. This is not a guarantee
4. A number of places will, on the Year 7 camp in particular, be allocated to new parents
5. The process will make every endeavour to create the best management team for that particular camp
6. Applications to attend November camps and those to be held in February the following year will be sent out during the third term each year
7. A record will be kept by Head of Sport of parents who have applied to go on camp and those that have been selected
8. Some parents may be asked to attend a number of camps as they have experience which staff are aware of
9. At all times the safety of the boys will be taken into account when selecting parents. Some parents will be asked to attend every camp during their son's time at King's.

### **Outcome**

Families, where parents wish to attend an outdoor education event (camp), can be assured that the School's objective is to invite at least one parent of the family to a camp during their son's time at King's School.



## **8.10 Sports – Conduct of Spectators and Supporters**

### **Rationale**

The School encourages parents to support its sporting programme in many ways, including:

- Guidance and counselling of their own children
- Attendance at matches
- Management of activities
- Coaching individuals and teams
- Supporting the staff, coaches and managers of teams.

The School needs to ensure that the support of parents is both seen to be encouraged and that it reflects the standards and values of King's School.

### **Purpose**

To achieve an effective partnership between home and the School in the:

- Encouragement of pupils in their sporting pursuits
- Effective administration of sport within the School
- Appropriate recognition and support of teams on and off the field
- Unity of purpose between home and the School in the promotion of sportsmanship and the School's values through appropriate conduct in all areas of participation in the School's sports programmes.

### **Guidelines**

1. Parents and teachers/coaches should teach the pupil that his goal must be to produce the best effort of which he is capable of, both for his own satisfaction and the benefit of the team and competition
2. Pupils will be encouraged to accept both wins and losses appropriately
3. Pupils are to be encouraged positively at all times. Negative criticism in front of a boy's peers is unacceptable and will negatively impact his sporting performance. All "sideline" comments should enhance the self-esteem of players. Silence is the only acceptable public reaction to perceived poor performance. It is assumed that no boy selected to play in a team deliberately makes mistakes in a game
4. Team members, coaches and supporters are to welcome opposition teams/players and applaud good play on both sides. No player should be ridiculed, scorned or derided by a member or supporter of King's School
5. The sideline should be kept well clear to ensure the run of play is not disrupted. At no stage shall a King's School supporter enter the designated playing area during the full period of play
6. The referee's/umpire's decision is final and shall not be publicly challenged or scorned by a member of King's School or its supporters. The acceptance of human error is a part of all organised competition and the official perspective must prevail. Communication with the referee/umpire is expressly limited to captains during the game and to coaches and/or captains at the conclusion of the game
7. Team talks at the commencement and half-time points are the sole prerogative of the coach or coaches of the teams
8. A pupil's abilities must speak for him and advice to coaches from parents about their son's performance in previous events is unnecessary and unhelpful
9. If parents have a concern about the coaching/management of a team or event communication should be made in the first instance with the coach/manager concerned. If that does not resolve the matter an approach should be made to the Head of Sport or the Headmaster
10. At all times the place, manner and tenor of parent communication with the team management should reflect the high standards that King's School seeks to model for its pupils

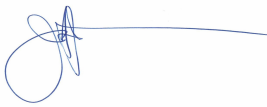
11. If the conduct of parents, supporters, staff or others associated with the School does not comply with the standards described in this policy, the Headmaster or appropriate senior staff member will draw the attention to the standards expected at the School. Offenders will be cautioned that they may be banned from attendance at future School functions if the poor conduct is repeated.

### **Outcome**

Players, coaches, and supporters of sport in King's School enjoy highest standards of sportsmanship on and off the field of play.

## 9.0 Board Ratification

### Policy Manual 2025 Board ratification

A handwritten signature in blue ink, consisting of a large loop followed by a horizontal line extending to the right.

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Chairman – James Fletcher

Date: 23 June 2025