## CONTACT DETAILS

### ST PAUL’S COLLEGIATE SCHOOL

<table>
<thead>
<tr>
<th>Contact</th>
<th>Phone Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Office</td>
<td>(07)9578899</td>
</tr>
<tr>
<td>School Office fax</td>
<td>(07)9578833</td>
</tr>
</tbody>
</table>

### CLARK HOUSE

| Housemaster:   | 0212758532 |
| House office:  | (07)9578800 |
| Matron:        | (07)9578803 |
| Boarders:      | (07)9578880 |

<table>
<thead>
<tr>
<th>Contact</th>
<th>Email</th>
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</thead>
<tbody>
<tr>
<td>Housemaster:</td>
<td><a href="mailto:clark@stpauls.school.nz">clark@stpauls.school.nz</a></td>
</tr>
</tbody>
</table>

### SARGOOD HOUSE

| Housemaster:   | 0272729351 |
| House office:  | (07)9578823 |
| Matron:        | (07)9578825 |
| Boarders:      | (07)9578888 |

<table>
<thead>
<tr>
<th>Contact</th>
<th>Email</th>
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<tbody>
<tr>
<td>Housemaster:</td>
<td><a href="mailto:sargood@stpauls.school.nz">sargood@stpauls.school.nz</a></td>
</tr>
</tbody>
</table>

### WILLIAMS HOUSE

| Housemaster:   | 021 721918  |
| House office:  | (07)9578872 |
| Matron:        | (07)9578810 |
| Boarders:      | (07)9578884 |

<table>
<thead>
<tr>
<th>Contact</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housemaster:</td>
<td><a href="mailto:williams@stpauls.school.nz">williams@stpauls.school.nz</a></td>
</tr>
</tbody>
</table>

### HARINGTON HOUSE

| Housemaster:   | 0212304418  |
| House office:  | (07)9578811 |
| Boarders:      | (07)8578892 |

<table>
<thead>
<tr>
<th>Contact</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housemaster:</td>
<td><a href="mailto:haringtonboarding@stpauls.school.nz">haringtonboarding@stpauls.school.nz</a></td>
</tr>
</tbody>
</table>

### BOARDING ADMINISTRATOR

| Mobile:        | 021 866634  |
| Office:        | (07)9578835 |

### HEALTH CLINIC

| Mobile:        | 0212758538  |
| Sick Bay:      | (07)9578820 |

### THE SCHOOL SHOP

| Great Oaks:    | (07)9578841 |

### TIHOI VENTURE SCHOOL

| Director:      | (07)3728411 |
| Office:        | (07)3728416 |
| Fax:           | (07)3728417 |
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PURPOSE

The purpose of this Handbook is to provide details of the St Paul’s Collegiate School Boarding Code of Practice and information about the operation of the boarding houses.

ACCURACY, REVIEW & FEEDBACK

The information contained herein, whilst correct at the time of publication, is subject to a process of constant review. Alterations and/or amendments may be made as circumstances require: any significant changes will be communicated to boarders and parents as soon as reasonably practicable. This document replaces all previous versions.

The most up-to-date version of this Handbook is available at the St Paul’s website: http://www.stpauls.school.nz/publications/boarding-info-and-forms

Boarders and their parents are invited to provide feedback on this document at any time. Feedback should be in writing and marked for the attention of the Boarding Administrator.

Reviewed: January 2017
SECTION A

HEALTH, SAFETY AND WELLBEING
**Statement of Boarding Principles**

All boarders at St Paul's Collegiate School:

- are entitled to enjoy equality of opportunity and respect;
- are entitled to be treated as individuals with individual needs;
- are entitled to work, play and relax free from abuse, intimidation and bullying;
- are entitled to develop spiritually, morally and socially within the boarding environment;
- are entitled to develop talents, cognitive and physical skills in an environment that encourages and supports them;
- are entitled to feel valued as a member of the Boarding Community.

*Close links with parents are seen as vital in supporting the principles laid out above.*

**Aims of the Boarding Community**

The Boarding Community aims to:

- develop the whole person;
- encourage an environment that is tolerant, open and trusting;
- foster the values of honesty and respect for others and their property;
- provide accommodation that is comfortable and appropriate according to age;
- develop a sense of responsibility for self, others and the boarding environment;
- provide for the development of leadership skills and the promotion of group work;
- provide an environment in which individuals will be treated fairly and with respect;
- provide a range of activities and opportunities that will assist in the personal, social and cultural development of individuals;
- encourage boarders to contribute to the whole school, and specifically to the needs and welfare of others within the Boarding Community;
- safeguard and promote the welfare of the Boarding Community by providing a hazard-free environment with good health and safety measures;
- provide high quality staffing, and to allow for the development of sound social interaction between boarders and staff, including support and counselling as and when it is required.

**Boarders’ Rights & Responsibilities**

Members of the Boarding Community have certain rights and responsibilities, as below:

<table>
<thead>
<tr>
<th>Boarders’ Rights</th>
<th>Boarders’ Responsibilities</th>
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</thead>
<tbody>
<tr>
<td>To be safe.</td>
<td>To contribute to the safety of others by not threatening, hitting or hurting anyone.</td>
</tr>
<tr>
<td>To expect personal property to be safe.</td>
<td>To take good care of personal property, and to not steal, damage or destroy property.</td>
</tr>
<tr>
<td>To be treated with courtesy and respect.</td>
<td>To treat others with courtesy and respect, and to respect the authority of staff and Prefects.</td>
</tr>
<tr>
<td>To be treated with understanding.</td>
<td>To treat others with understanding and be tolerant of difference.</td>
</tr>
<tr>
<td>To live in an orderly community.</td>
<td>To adhere to rules and regulations, to be self-disciplined, to cooperate, and to respect the rights of others.</td>
</tr>
<tr>
<td>To be valued as a member of the Boarding Community and the School.</td>
<td>To uphold the good name of the School and the Boarding Community through words, actions and appearance, and to behave in a manner that will bring credit to the Boarding Community and the School.</td>
</tr>
<tr>
<td>To be respected by the local community.</td>
<td>To behave in a way that the local community will respect the School.</td>
</tr>
<tr>
<td>To express opinions on matters of concern.</td>
<td>To express opinions appropriately (including time and place).</td>
</tr>
<tr>
<td>To have a clean and pleasant School environment.</td>
<td>To care for and respect the School environment.</td>
</tr>
<tr>
<td>To learn without disruption.</td>
<td>To allow others to learn without disruption.</td>
</tr>
<tr>
<td>To use safe and well maintained School buildings and equipment.</td>
<td>To report damage and defective equipment within the School, and to not damage, deface or destroy School property.</td>
</tr>
</tbody>
</table>

**PREPARATION FOR BOARDING**

Boarding school is often the first time that many young people spend a significant amount of time away from home, family and friends. New boarders need to be proficient in a number of personal and life skills if they are to make a speedy transition to boarding life. Some of these are listed below, and parents are encouraged to discuss them with their child so that he/she is in some way prepared for the boarding experience that St Paul's offers.
Some useful skills are:
- knowing how to use a rubbish bin;
- picking up and putting away personal possessions;
- the ability to make a bed in a neat and tidy manner;
- knowing how to address adults in a respectful manner;
- knowing how to write a letter and address an envelope;
- understanding the real need for thorough basic hygiene.

**Points to Discuss**

Many young people experience difficulty in adapting to communal living and being constantly surrounded by other people. The following points are issues that parents can discuss with their child in order to help him/her prepare for boarding life.

**The reason for boarding...**

It is important that your child understands why he/she will be attending St Paul's as a boarder and the opportunities that are presented to him/her through being a boarder.

**Coping with boarding life...**

Some boarders (particularly those who begin boarding in Years 11, 12 or 13) can experience problems with social adjustment. Teenagers living at home have established social patterns and enjoy a certain level of independence. Due to the nature of the Boarding Community, the sheer size of the boarding “family”, and the direct responsibility of the staff, older boarders can sometimes find several of the day-to-day workings of the boarding house rather restrictive.

To help their child with this lifestyle it would be beneficial for parents to discuss some of the differences that might be experienced. A large community is to a certain degree inflexible and it is essential that all boarders understand what is acceptable, what is not, and why these things are so. A new boarder needs to appreciate that some behaviour will not fit with boarding, and that the individual must adjust his/her behaviour rather than expect the Boarding Community to change.

**Dealing with routine...**

Dealing with the day-to-day routine of boarding life can be difficult for some boarders, just as dealing with the routine of working life can be stressful for adults. It is therefore helpful for parents to discuss with their child the benefits of, and strategies for coping with, routine.

**Conflict...**

In a community situation it is important that everyone has respect and tolerance for the space, feelings, privacy, and the property of others. However, conflict can and does occasionally arise: some discussion about how to deal with conflict would therefore be helpful.

**Security...**

In a boarding situation where many people live in close proximity and there is the potential for theft, boarders need to be aware of the importance of taking care of their own property. They must ensure that everything is named and not left lying around; money and valuables should always be kept in a secure place (i.e. in a locked space, or with staff).

**Academic expectations...**

Boarders who come to St Paul's from smaller schools often find the academic programme difficult, if not daunting. Parents are encouraged to discuss expectations and goals with their child so that individuals don’t hold unrealistic ideas about what should (or can) be achieved.

**HOMESICKNESS**

It is normal for young people living in new surroundings and an institutionalised environment to feel strange and to want to go home. Homesickness often reflects a positive relationship between the individual and his family, friends and home environment. The observations and suggestions that follow are designed to help boarders (and parents) overcome this difficulty. Please do not hesitate to contact the Housemaster if you have any concerns.
Helping New Boarders Adjust

- Homesickness is perfectly normal: most boarders are likely to feel homesick at some stage.
- Parents will hear about the worst of their child’s homesickness: boarders tend to phone or text when feeling at their lowest; they also tend to exaggerate the most challenging features of boarding in an effort to convince their parents to take them away.
- It is sometimes necessary to be tough to be kind. Initially, a complete break with family should be made: contact should be kept to a minimum. Parents need to discourage their child from constantly contacting them during his or her first term as a boarder. It is not unusual for a boarder who is coping reasonably well to suffer a setback after phoning home!
- A recurrence of homesickness is not uncommon after the first few weekends at home, or following holiday breaks. However, it is usually overcome quickly once the boarder returns to school. We strongly suggest that parents allow their child to experience as much of boarding life as possible throughout the first year.
- Parents should emphasise the need to be fully involved inside and outside the classroom. Participation in sport and other activities is compulsory and should be encouraged.
- Parents are asked to encourage their child to speak with a member of staff if they feel homesickness is reaching an intolerable level. Discussing the problem with someone not directly involved can be of great benefit.

Understanding, patience and firmness can help with a relatively smooth adjustment to boarding.

Parental Adjustment

As well as boarders experiencing homesickness, it is not unusual for parents to feel unsettled and to miss their child.
- The sense of loss may not be as obvious for parents as it is for their child because daily routine continues. However, it is important for parents to acknowledge their sense of loss: when a child goes to boarding school there is a change in the structure of parenting because the daily dependence of the child is no longer present.
- A feature of boarding is an increasing level of independence. Parents can be caught off guard by their child’s move towards the adult world. However, if young people manage this transition in a positive way it is a sign that parents have prepared their son/daughter well for adulthood.
- Despite planning for their child to attend boarding school the reality comes suddenly: one day the child is at home and the next he/she is not. Parents should not underestimate the effect this may have.

Do not hesitate to contact the Housemaster about your own concerns or those of your child. They are there to help!

Catering

The School does its own catering. The Kitchen Manager provides nutritious, well-balanced meals that meet the needs of the St Paul’s community. Our kitchen complies with industry standards regarding food preparation and safety.

Menus are based on the New Zealand government’s food and nutrition guidelines, and dieticians’ requirements. Fruit, vegetables, salads and bread are available during meals on a self-serve basis. Students with special dietary needs (e.g. vegetarian; gluten free; diabetic; etc.) are catered for: please alert the Kitchen Manager to specific requirements.

Health Care

Medical History

The following particulars are required before a boarder takes up residence:
- a completed health and medical information form (provided in enrolment packs);
- details about anything (such as psychological counselling or prescription medication) that could affect or influence the way in which the individual adjusts to boarding and/or the individual's relationships with others.

Please note: parents/caregivers have a responsibility to provide this information as non-disclosure has the potential to be detrimental to the well-being of other boarders.

Health Clinic

The Health Clinic, situated in a building behind the Dining Hall, offers 24-hour care. A Registered Nurse lives on site, the School Doctor visits several times a week, and a qualified physiotherapist is available by appointment for students who require treatment. Parents should notify Health Clinic staff when they arrange for their child to visit a medical specialist (orthodontist, optometrist, etc.). Appointments should be made for out-of-school hours whenever possible.

Health Clinic staff must be informed about boarders who are on medication. It is also important that Health Clinic staff be kept up-to-date with any treatment an individual receives in case he/she presents with a related problem. Prescribed medications and other items ordered through the Health Clinic are charged to parents on their account.

Sick Bay

A boarder who is ill or injured can be admitted to the Sick Bay attached to the Health Clinic, or sent home. A boarder who is unwell should inform a member of staff who will notify the Health Clinic and arrange for someone to escort him/her to Sick Bay. Parents will be notified if their child is injured or taken ill. When a boarder is likely to be confined for more than 24 hours, parents will be asked to have their child at home until he/she recovers.
HEALTH & SAFETY

St Paul’s is subject to *The Health and Safety in Employment Act*. As a consequence, St Paul’s Occupational Health and Safety Committee has adopted policies and procedures that aim to:

- systematically manage health and safety issues;
- define hazards and harm to make sure they are covered;
- set requirements for practicable steps to be taken to ensure health and safety;
- encourage the input of staff and students in managing health and safety;
- ensure compliance through various enforcement measures.

PERSONAL HYGIENE

A clear understanding of the importance of personal hygiene before an individual commences boarding will help to avoid many potential problems.

It is very important that all boarders understand the importance of showering daily; of using soap or gel, shampoo and deodorant; of changing socks and underwear daily; and of using clean towels. A boarder who fails to practice good personal hygiene will likely be ostracised: this creates a difficult situation for both the individual and his/her peers.

Boarders are required to shower **twice daily**: on rising, and again before bed. Boarders are also expected to shower after sport and other physical activity. Antiperspirant needs to be used, but please note that **aerosol deodorants are not permitted**. Parents will be liable for the cost of any fire alarm caused due to their child using an aerosol deodorant.

Boarders are expected to change their clothing regularly. It is **very important** that all boarders **ensure compliance through various enforcement measures**. Boarders are also required to shower twice daily: on rising, and again before bed. Boarders are also expected to shower after sport and other physical activity. Antiperspirant needs to be used, but please note that aerosol deodorants are not permitted. Parents will be liable for the cost of any fire alarm caused due to their child using an aerosol deodorant.

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PERSONAL POSSESSIONS

Dormitories and bedrooms are strictly out of bounds to anyone who does not sleep there, and to all visitors (except parents and immediate family, who require staff permission to enter).

Possessions are sometimes reported as missing: this could be because the item has been misplaced. However, to reduce the risk of theft, wallets and other valuables may be given to the Housemaster for safe keeping. Each boarder also has a lockable space for this purpose.

It is **highly recommended** that items with a unique serial number (such as laptops, iPods and mobile phones) be registered with Operation SNAP. Go to: [www.snap.org.nz](http://www.snap.org.nz) – this is a free service.

Likewise, breakages can and do occur, and boarders are advised against bringing to school anything that is expensive, precious or easily broken. **Please note that all possessions are brought to school at the owner’s risk!**

The Housemaster may search a boarder’s accommodation, possessions or vehicle if it is felt such action is warranted. The student will be present during the search whenever possible.

RELATIONSHIPS

**Community & Trust**

- St Paul’s strives to emulate a Christian community: notions of respect, courtesy, honesty, tolerance, forgiveness and understanding underpin all that we do.
- The Boarding Community functions on trust. If an individual breaks that trust the basic freedoms normally allowed are forfeit until it is shown that the individual concerned is trustworthy and responsible enough to use such freedoms appropriately.
- The relationship between staff and boarders involves supervision and care. However, staff also have authority over students, so boarders need to accept direction and discipline from staff in a respectful manner.

**Bullying**

Bullying is a form of anti-social behaviour directed at individuals who find it hurtful and results in stress or injury or physical or emotional oppression for the person being bullied. It is often – though not always – a deliberate and repeated pattern of behaviour.

Bullying can take various forms, including:

- physical (e.g. pushing; hitting; kicking; punching);
- verbal (e.g. insults; taunts; threats; "put-downs");
- psychological (e.g. graffiti; theft; hiding personal property);
- electronic (e.g. sending hurtful/threatening txt/pxt messages);
- emotional (e.g. being unfriendly towards/excluding individuals);
- extortion (e.g. demanding or expecting money, food or favours);
- racist/religious/cultural (e.g. making negative remarks about a person’s race/religion/culture);
- homophobic (e.g. harassing someone on the basis of sexual orientation);
- sexual (e.g. unwanted physical contact; sexually explicit comments);
- sexist (e.g. harassment on the basis of gender).

Bullying can be obvious and involve outright intimidation, but is often subtle and hidden. It includes the manipulation of a third party to tease or torment someone. All bullying _is a serious breach of discipline and is dealt with accordingly._

**Information for Students**

If you see someone being bullied:
- _tell someone_ you trust about what you have seen and/or heard;
- _do not_ get involved in the bullying as “an easy way out” of the situation;
- _do not_ ignore the bullying – think about how you would feel if you were the victim.

If you are being bullied:
- _try to ignore the person_ who is bullying you;
- _do not retaliate_ in a verbal or physical way – stay calm and walk away from the situation if possible;
- _tell someone_ about what has been happening, even if the bully has warned you not to – the person you tell can help you decide how to best handle the situation (remember also that there may be others who are being bullied, so by telling someone you will be helping them, too);
- _if possible, use humour_ – laugh it off if you can;
- _do not_ blame yourself.

**Suggestions on how to avoid being bullied:**
- _try not to be oversensitive_ to every comment (which may not be _intended_ to be hurtful);
- _be friendly_ to others – friends can help you to avoid these situations;
- _think positively_ about yourself and be _confident._

**Suggestions on how to avoid being a bully:**
- _talk about problems_ rather than taking them out on someone else;
- _avoid confrontations_ – find some way and/or somewhere to “cool down”;
- _do not_ say unpleasant things to others, even if you mean them as “a joke”;
- _think_ before you speak or act: will your words or actions hurt or upset anybody?

**Information for Parents**

- Adults can set an example through their own behaviour. While we hope that the St Paul’s ethos will help to instil civilised behaviour and mutual respect, students must know who they can tell about bullying and should feel confident that talking to an adult is the proper course of action if they experience or witness bullying.
- There is no such thing as an innocent bystander: sometimes, those who do nothing to stop bullying can encourage bullying behaviour, whether they mean to or not. Everyone should be committed to ensuring our students receive an education in a safe environment free from oppression, humiliation and harassment.
- _No school is immune from bullying and the whole school community shares responsibility for combating bullying._

If your child is being bullied:
- _emphasise_ to your child that there is nothing wrong with him/her and that _help is available_;
- _do not_ encourage your child to retaliate: doing so may be contrary to his/her nature and what the bully wants;
- _report_ any instance of bullying to the Housemaster _immediately_ (however, please note that the precise nature of our response will depend on the specific circumstances: punishment may not be appropriate in the first instance).

If you discover that your child is involved with bullying:
- _find out_ if there is something in particular that is troubling your child and try to resolve it;
- _ask_ if he/she has any ideas about why he/she bullies and what he/she thinks might help him/her to stop;
- _set limits_ – stop any show of aggression immediately and help him/her to work out and practice alternate, acceptable ways of behaving;
- _reassure_ your child that you will work with him/her to help change the unacceptable _behaviour_;
- _explain_ that getting away from a situation where there is loss of temper or things are getting out of hand is a sensible way of ensuring the situation does not get worse;
- help your child to work out ways to _make amends_ for the bullying;
- _set realistic goals_ for your child and don’t expect too much too soon;
- _praise_ your child when he/she does things well and _reward good behaviour_;
- _contact House staff_ to discuss the situation and ask what ideas they have to help.

_Bullies are often people with their own problems who need help in order to change their behaviour. We all have a responsibility to ensure that bullying has no place at St Paul’s._

**SECURITY**

St Paul’s employs its own security officer, who resides onsite. He is supported by Waikato Security Services, whose personnel patrol the grounds after hours, overnight and at weekends, and are available on call. All Boarding Houses are alarmed overnight and security cameras are installed around the school.
STAFFING

St Paul’s is a member of the New Zealand Boarding Schools’ Association. Housemasters, Deputy Housemasters and Assistant Housemasters are required to complete training in residential care and hold a current first aid qualification.

Head of Pastoral Care

The Deputy Headmaster (Pastoral) oversees the Boarding Community. He works with the Boarding Administrator, Housemasters and other boarding staff to ensure the pastoral care needs of individuals are met, and provides guidance and support to boarding staff as required.

Administrator

The Boarding Administrator acts as the Headmaster’s agent in a range of matters that relate directly to boarding. The primary responsibilities of the Administrator include:

- drafting and implementing policies and procedures;
- ensuring consistency across the Boarding Community;
- coordinating arrangements for prep and Formal Dinner;
- representing boarding on the Health & Safety Committee;
- providing guidance and support to boarding staff;
- allocating new boarders to Houses;
- convening the Food Committee.

Housemaster

The daily operation of each House is the responsibility of the Housemaster, who is answerable to the Headmaster for setting and maintaining standards within the House. The primary role of the Housemaster is the pastoral care of every boarder in his/her care: he/she is the “other parent” and acts in loco parentis (i.e. in the role of parent).

The Housemaster communicates with parents in matters such as progress in class, leave, travel arrangements and disciplinary matters of significant concern. He/she oversees the academic progress and sporting and cultural involvement of the boarders in the House, and helps them with study skills, social behaviour, personal organisation and other issues as they arise. In essence the role of Housemaster involves being sensitive to a wide range of signals that are indicative of an individual’s social, spiritual, cultural and personal development.

The Housemaster encourages acceptance, tolerance and understanding among boarders and staff with the aim of creating a harmonious community. To achieve this the Housemaster has regular contact with every boarder in his/her care and tries to help individuals develop as mature and responsible young people. The focus is on individuals, and a holistic (whole) view of individual development is the approach taken.

While day-to-day discipline is the Housemaster’s responsibility, any serious breach of School or House rules is referred to Senior Management.

Deputy Housemaster

The Deputy Housemaster assists the Housemaster with the day-to-day running of the House. Either the Housemaster or Deputy is on call, even when not officially “on duty” in the House. The Deputy stands in for the Housemaster if the latter is absent for any reason.

Assistant Housemaster

The Assistant Housemaster is usually a member of teaching staff who assists with House duties. The Assistant assumes responsibility for managing the House in the absence of the Housemaster and Deputy Housemaster.

House Matron (Boys’ Houses)

The Matron has a pastoral role within the House. Her primary responsibilities include:

- helping boarders become familiar with how to organise their clothes;
- liaising with parents regarding their son’s clothing needs;
- emergency minor mending of boarders’ clothing;
- monitoring boarders’ personal hygiene and cleanliness;
- liaising with staff who meet boarders’ health and medical needs; and
- assisting the Housemaster by liaising with cleaning, laundry and maintenance staff.

Boarders are encouraged to get to know their Matron as soon as possible. Parents are also encouraged to see the Matron when they visit the House or to contact her during her work hours (7:30-10:30am & 3:30-5:30pm approx.) with any enquiries or concerns they have.

Boarding Tutors

Boarding Tutors are often university students and mainly assist with duties in the House and Dining Hall. Their responsibilities include:

- overseeing House routines and supervising Prep;
- monitoring student behaviour and standards of dress;
- ensuring School and House policies, procedures and protocols are observed.
**Gap Year Tutors**

Gap Tutors are young people from overseas who usually stay for twelve months (July to June). They are classified as members of staff and perform duties similar to Boarding Tutors.

*The input and support of parents is essential to our success. Staff can better care for boarders when they are fully informed of an individual’s circumstances. Parents who have concerns about their child or any information that would help the Housemaster in his/her role as the “other parent” are encouraged to contact him/her. Likewise, parents have a responsibility to be fully supportive of the Housemaster and the School in matters of policy and procedure.*

**VISITORS**

A visitor is anyone who does not usually either live or work in the House. Visitors include: family; friends; relatives; acquaintances; day students; boarders from other Houses; Old Collegians; etc.

**Visitors to the House are asked to note the following:**

- Visitors MUST make staff aware of their presence when they enter the House.
- Visitors MUST enter and exit the House through the main public entrances: we request that visitors NOT enter the House through an Ablutions (i.e. locker room/changing room) area.
- Visitors DO NOT have automatic right of entry into all parts of the House: they are restricted to foyer areas and common rooms. Parents and immediate family who wish to enter a dormitory need to check with staff first.

Parents/guardians have right of reasonable access to their children except where a Court Order prevents such access.
SECTION B

ADMINISTRATION
COMMUNICATION

Emergencies
In case of emergency please contact the Housemaster on his/her mobile or via the School Office (numbers are listed at the front of this Handbook).

Contact Details
It is very important that parents/guardians notify the Housemaster of any change to their contact details (such as overseas travel or a new phone number, for example).

Mail & Packages
Letters remain an excellent method of communication, and boarders enjoy receiving mail. Although a letter is not as immediate as a phone call, it can be re-read. During the settling-in stage for new boarders, letters can be helpful. We find that many new boarders do not know the correct way to address an envelope: parents are asked to ensure their child knows how to do this and where to position the address on the envelope. This is especially important for Tihoi.

Mail to boarders should be addressed as follows:

Postal items: Name of Boarder
Name of House
St Paul’s Collegiate
Private Bag 3069
HAMILTON 3240

Courier items: Name of Boarder
Name of House
St Paul’s Collegiate
77 Hukanui Road
HAMILTON 3210

Incoming mail and notices about parcels available for collection are delivered to Houses, Monday to Friday. Parcels and courier deliveries are held at the School Office, where outgoing mail can also be posted.

Mobile Phones (see also “Mobile Phones” in Section D)
All boarders (except Year 9 boarders during Term 1) are permitted to have a mobile phone. It is the responsibility of individuals to safeguard this privilege by using their phone responsibly and in accordance with School and House rules. Boarders may use mobile phones during free time (i.e. not in lessons, during prep, or at other times when their use is either inappropriate or prohibited).

All boarders in Years 9, 10 & 11 are required to surrender their mobile phones at bed time. These are kept secure and returned the following morning. Boarders in Years 9 & 10 must also surrender electronic devices (e.g. iPads) at night.

Email
Boarders have access to email through the school network. All users are required to read and sign a “Computer and Internet Use Agreement”.

Parents should confirm their child’s school email address with them. St Paul’s email addresses usually take the form: firstinitial.familyname@stpauls.school.nz (e.g. Alex Bloggs = a.bloggs@stpauls.school.nz)

CONCERNS & COMPLAINTS

House staff are committed to providing high quality care for boarders. However, there may be times when you have a concern or wish to lay a complaint.

Parents/guardians with a general concern about a student’s academic progress, sports participation, or physical and social wellbeing should direct their concern to the Housemaster in the first instance.

Anyone with a serious concern (such as, but not limited to, bullying or immediate risk, or where a concern has not been resolved) may lay a complaint. A complaint involving a student should be directed to the student’s Housemaster, who will investigate the complaint as soon as practicable. In situations where a student may be at risk the matter will be responded to without delay. A complaint involving staff should be directed to the Headmaster, who will investigate the complaint as soon as practicable. Due to the complex nature of some issues and the need to undertake a full and balanced investigation it is not always possible to resolve matters immediately.

To facilitate investigation, a complaint should be made as soon as possible after the event to which the complaint relates. Although a complaint may initially be made verbally, it must subsequently also be made in writing.

All complaints will be treated seriously, dealt with promptly, and responded to appropriately.

In dealing with a complaint, the Housemaster may consult with the following:
- Curriculum (Academic) matters: Deputy Headmaster (Academic);
- Pastoral Care (physical/mental/social wellbeing) matters: Deputy Headmaster (Pastoral); School Counsellor;
- Co-curricular (sport or cultural) matters: Director of Extra Curricular Activities (DECA).

If the Housemaster feels it necessary he/she may refer the matter to the Deputy Headmaster (Academic) in the case of curriculum issues, to the Deputy Headmaster (Pastoral) or School Counsellor in the case of pastoral issues, and to the Director of Extra Curricular Activities in the case of co-curricular issues.
Where, after formal investigation, concern remains or it is felt that a complaint has not been dealt with adequately, the Headmaster may be contacted in the case of a complaint involving a student, and the Chairman of the Board in the case of a complaint involving a member of staff.

The Appendix to this Handbook contains the St Paul’s “Concerns & Complaints Process”.

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### LEAVE

**Applications**

All applications for leave should be made electronically via Boardingware. Parents and boarders will be sent information about how to create a Boardingware account prior to the commencement of term.

The key information required by the Housemaster when he/she considers any application for leave is:

1. the method of transport the boarder will use when leaving, and returning to, St Paul’s;
2. the name of the driver with whom the boarder will be travelling (if by private transport);
3. the name of the person with whom the boarder will be staying (if not staying at home);
4. the address of the place where the boarder will be staying (if not staying at home);
5. the day and time of departure of the boarder;
6. the day and time of return of the boarder.

**The Housemaster also requires the host adult to confirm the leave arrangements.**

**Permissions**

NOTE: LEAVE IS NOT AUTOMATIC – AN APPLICATION FOR LEAVE MUST BE APPROVED BEFORE LEAVE CAN BE TAKEN!

Boarders who wish to leave school property for any reason must obtain permission from either the Housemaster or the Duty Master depending on the type of leave required (see headings below for particulars).

- Leave can be withheld if a boarder has a detention or is gated, or a boarder’s behaviour has been unacceptable, or if in the Housemaster’s opinion it would be unwise to approve the leave being sought.
- Boarders are not permitted to visit private homes unless they have an invitation from a host adult AND permission from their own parents AND the approval of the Housemaster.

#### Chartwell Leave

**Granted for:** Visits to Chartwell Square

**Availability:**
- Monday - Friday .. .. Depart 3:30 - 4:00pm / return by 5:15pm
- Saturday .. .. .. Depart 1:00 - 4:00pm / return by 5:15pm
- Sunday .. .. .. Depart 11:00am - 4:00pm / return by 5:15pm

**Frequency:** Years 9 - 12: once only, Monday - Thursday; other times as approved

**Note:** Access to Chartwell Square is permitted via Hukanui Road only

**Restriction:**
- Years 9 & 10 must be in groups of at least two

**Dress required:**
- Monday - Friday .. .. Dress of the Day - if Numbers, blazer **MUST** be worn
- Saturday & Sunday .. Appropriate mufti with footwear

**Action required:** Apply via Boardingware

#### Davies Leave

**Granted for:** Visits to the Davies Corner shops

**Availability:**
- Monday - Friday .. .. Depart 3:30 - 4:00pm - Years 11-13 only
- Friday & Saturday .. Depart 6:15pm - 6:45pm - Years 11-13 only
- Saturday & Sunday .. Depart 1:00 - 4:00pm

**Note:**
- All Year levels are restricted to a maximum of 45 minutes

**Restriction:**
- Boarders must be in groups

**Dress required:**
- Monday - Friday .. .. Dress of the Day - if Numbers, blazer **MUST** be worn
- Friday after dinner .. Mufti with footwear
- Saturday & Sunday .. Mufti with footwear

**Action required:** Apply via Boardingware

#### Day Leave including visits to The Base (note restrictions for Juniors)

**Granted for:** Extended Day Leave at weekends not covered by other Leave

**Availability:**
- Saturday .. .. .. Depart 1:00 - 4:00pm / return by 5:15pm
- Sunday .. .. .. Depart 11:00am - 4:00pm / return by 5:15pm

**Restrictions:**
- Years 9 & 10 may only visit "The Base" with an adult
- Day Leave for Years 9 & 10 is restricted to a period **not exceeding four hours**

**Dress required:**
- Appropriate mufti with footwear

**Action required:** Apply via Boardingware
Organised excursions follow the nature of the excursion or activity. In determining the ratio of students to adults, factors are taken into account, including:

- the age and number of boarders;
- the nature of the excursion or activity;
- the training, experience and qualifications of the staff and/or other adults involved.

Organised excursions follow the St Paul’s “Education Outside the Classroom” guidelines.
RECORDS & PRIVACY OF INFORMATION

The School is bound by The Privacy Act. All information is stored securely in an electronic database. Information is stored and available for at least one year after students leave St Paul’s.

REPORTING TO PARENTS

Regular contact – both formal and informal – between the Housemaster and parents provides information about a boarder’s progress and development. Such contact takes place via email, newsletters, phone conversations and face-to-face meetings.

Parents may arrange to see their child’s Housemaster or teachers about any matter. Likewise, staff will notify parents of concerns they have regarding an individual’s progress, behaviour or development.

VEHICLES & TRANSPORT

Driving Permits
Year 13 boarders may have a vehicle at school if they are issued with a Driving Permit by the School. Year 12 boarders may have a vehicle at school from the Benchmark Examinations onwards if they are issued with a Driving Permit by the School. In both cases parents are required to write to the Housemaster explaining why a Driving Permit is sought. If the Housemaster supports the application the boarder must complete the documentation required and submit it at the Reception Office.

Applications for Driving Permits are considered on a case-by-case basis. Whether or not a Permit is issued depends on the reason for the Permit and the availability of suitable parking. Any boarder with a RESTRICTED licence will not have an application approved unless he/she has successfully completed a recognised defensive driving course.

There are strict rules regarding boarders’ use of vehicles, including when vehicles may be used and by whom, and who may carry passengers and when. Parents and boarders need to be familiar with the Boarders’ Use of Vehicles policy, as non-compliance carries the risk of significant consequences.

The full policy regarding boarders’ use of vehicles, including details of the application process, is available on the boarding pages of the St Paul’s website: https://www.stpauls.school.nz/publications/boarding-info-and-forms

Travel by Taxi
Unless a boarder travels with parents or in his/her own car or has written permission to travel with nominated people, he/she will generally travel by taxi. Charge docketts (available at the School Office) are disbursed to parents’ accounts.
SECTION C

DISCIPLINE
BEHAVIOUR MANAGEMENT

Philosophy
We aim to facilitate a positive learning experience for all members of the Boarding Community by educating our boarders in appropriate techniques for reducing conflict and increasing co-operation. We believe that parental involvement in this process is essential and urge parents to keep the Housemaster informed of all matters that may affect their child’s development.

All boarders have a right to interact in an orderly, safe and non-threatening environment. To help create and secure this environment House staff monitor and manage student behaviour that interferes with the personal development and achievement of individuals and the smooth operation of the Boarding Community.

Positive Reinforcement
We believe in giving positive reinforcement to as many students as possible to acknowledge achievements and good behaviour. This is done in various ways, including: House shouts, mentions in newsletters, and acknowledgement at House Meetings and Formal Dinner. We seek to praise student success whenever possible.

Deterrents/Consequences
Guidance and discipline are necessary in order to help individuals understand and interpret societal standards and expectations. Boarding staff aim to guide individuals in understanding, establishing and maintaining acceptable standards of behaviour. Combined with positive reinforcement, deterrents/consequences aim to help our boarders become responsible, self-disciplined, productive individuals, in preparation for assuming their adult responsibilities.

DISCIPLINE

Aim
Our discipline programme aims to be fair and consistent, and to encourage individuals to grow through accepting responsibility for their actions. It is expected that boarders will respect the authority of staff and Prefects at all times. A student who infringes House rules will be liable to disciplinary action. In serious cases the procedures for stand down and suspension will be those that apply in the day school.

Detentions
A House Detention - or D - may be given for any breach of House rules. House staff and Prefects may give a House D. All House Detentions are subject to confirmation by the Housemaster.

Boarders’ Runs
Repeated or more serious infringements of House or Boarding Community rules can result in a Boarders’ Run, which involves 30 minutes of hard exercise. Boarders’ Runs are held in the gym at 6:00am on Thursday mornings under the supervision of a Housemaster. Only the Housemaster and Deputy Housemaster can authorise Boarders’ Runs.

Serious Misbehaviour
A boarder who, through repeated misbehaviour, demonstrates an incompatibility with boarding life or our values will have his enrolment reviewed. Such a review – conducted by Senior Management, Housemaster, parents and boarder – will determine whether the boarder can modify his behaviour and attitudes to be compatible with boarding life and school values.

A pattern of repeated transgression of School or House rules or conventions normally leads to a review of an individual’s place in the Boarding Community and/or continued enrolment at St Paul’s.

MAJOR MISCONDUCT

St Paul’s aims to maintain high standards. Our reputation depends on awareness by all members of the School that personal discipline is essential to help create a happy, efficient and purposeful community. We do not tolerate breaches of major school rules and reserve the right to require that any student in breach of such a rule be suspended or withdrawn from St Paul’s. Failing a voluntary withdrawal a student may be expelled.

Breaches of the following rules will entitle the Headmaster to suspend, require withdrawal of, or expel, any student:
- Use and/or possession of any drug prohibited by law or considered detrimental to the maintenance of good order.
- The consumption and/or possession of alcohol at school or whilst under school supervision.
- Serious or repeated breaches of bounds’ regulations.
- Theft of money or property.
- Bullying and/or harassment.
- Repeated disregard for rules.
- Gross misbehaviour, being any act or behaviour (whether inside or outside the School) which, in the opinion of the Headmaster, amounts to misconduct that represents a harmful or dangerous example to others or is likely to bring the name of the School into disrepute.
SECTION D

GENERAL INFORMATION
**ACCOMMODATION & STORAGE**

**Accommodation**  
Each boarder is provided with a bed, mattress, wardrobe and lockable space. The School also supplies bed linen and pillowcases, but individuals are welcome to bring their own. Boarders need to bring their own pillow and duvet (and two duvet covers, to facilitate cleaning). Electric blankets are not permitted.  
Dorms are places for passive activities such as sleeping, studying, reading and relaxing. Rowdy behaviour and games are to be engaged in outside the House.

**Posters**  
In an effort to make the House as pleasant and homely a place as possible, boarders may decorate their bedrooms and dormitories by hanging posters. However, please note:
- the size, number, and theme of posters is subject to approval by the Housemaster;
- posters may only be attached to pin boards.

All boarders are expected to demonstrate maturity in their choice of posters and other items. Any item deemed by the Housemaster to be contrary to the ethos of St Paul’s or which does not uphold human dignity is unsuitable.

**Storage**  
Clothes and other personal possessions may sometimes be left in the House during the Term 1, Term 2, and Term 3 holidays. However, on those occasions when the House is hired to external groups during school holidays, boarders may be required to remove all personal items. Likewise, the House must be fully cleared at the end of the school year.

**BICYCLES**

The only boarders permitted to have a bicycle at St Paul’s are as follows:
- rowers who need a bicycle to travel to and from training;
- members of the Mountain Biking or Cycling clubs;
- triathletes preparing for competitions.

Boarders who receive permission to have a bicycle at school are bound by the following conditions:
- Bicycles are brought to school at the owner's risk.
- Bicycles must be secured at all times when not in use.
- Bicycles must be in a roadworthy condition and have an effective braking system.
- Riders must obey all government rules and regulations regarding the use of bicycles.
- Riders must wear an approved bicycle helmet securely fitted and fastened to their head.
- Riders must not ride bicycles in a way that poses a danger to themselves or others.
- Riders must not use bicycles to carry passengers.
- Appropriate lights must be used when the bicycle is used after dark or in poor light.
- Only the person granted permission to keep a bicycle at school is permitted to ride it.

Boarders with a bicycle at school are only permitted to use their bicycle for the activity for which they require it. Bicycles may not be used for general recreation or transport to/from Chartwell Square, Davies Corner, etc.

A breach of the above conditions may result in an individual forfeiting use of his/her bicycle for a period of time or being denied permission to have a bicycle at school.

**BOUNDS**

During their free time all boarders must be either in the House or approved areas within the school unless they have permission from the Housemaster or Duty Master to be elsewhere. Boarders must not leave school property unless they have permission from the Duty Master to do so.

Within the House, different year levels are restricted to those areas approved for their use. Within the School, the following areas are out of bounds:
- all staff accommodation;
- all ceiling spaces and roof areas;
- areas used by Maintenance, Grounds and Laundry staff;
- staff workrooms and the Staff Common Room (including the stairs);
- all teaching areas outside class times (classrooms, laboratories, workshops, School Hall);
- Kitchen and Dining Hall between meals, and the service area behind the Kitchen.

**CLOTHING**

All clothing, footwear, mufti, sports gear, etc., must be clearly marked with a boarder's name. Woven nametapes are recommended and can be ordered through The School Shop. Nametapes need to be in the House colour to help with identification.
Each male boarder should leave a supply of nametapes with the House Matron, who can attach a nametape to the occasional garment purchased from The School Shop during term. Please note that it is not appropriate for a boarder to return from Leave or term holidays with numerous items of unnamed clothing for Matron to attach. It is expected that clothing and footwear will be kept clean, tidy and in good repair.

**Mufti** (non-uniform clothing)
A small mufti wardrobe is required for out-of-school hours. It is strongly recommended that expensive and “label” clothing be left at home. All mufti must be _clearly named._

*Offensive language and/or images on any item of clothing or property are not permitted!*

### DAMAGE

All damage (accidental or otherwise) must be reported to the Duty Master immediately. Individual(s) responsible for damage must complete a _Damage Report_. The cost of any repairs will be charged to parents on their account.

### DINING HALL

**General**
- Attendance at all meals is compulsory for all boarders.
- The Dining Hall Dress Code must be complied with.
- The queue must be orderly with no queue jumping.
- Courtesy and good manners are required at all times.
- Only food that will be eaten at the meal should be taken.
- Any uneaten food must be put into the receptacles provided.
- Chairs are to be replaced when leaving, not left out from tables.
- Spillages and breakages are to be cleaned up immediately by those responsible.
- Cutlery, crockery, glasses, trays and utensils must be stacked in the trays provided.
- Food, cutlery, crockery, glasses, trays and utensils must not be removed from the Dining Hall.
- Any complaints should be made to the Boarding Administrator or Kitchen Manager, not other Kitchen staff.

**Formal Dinner**
A Boarders’ Formal Dinner is held most weeks. This meal is attended by the Headmaster (or another Senior Manager if the Headmaster is unable to be present). Formal uniform is worn and boarders sit at allocated tables. Junior boys act as waiters and are responsible for rearranging the Dining Room at the conclusion of the meal.

### DRESS & GROOMING

**General**
All students are expected to maintain a high standard of personal grooming and to wear their uniform properly.

Boarders need to note the following:
- Jackets (not blazers) should be removed when entering classrooms, Dining Hall and Chapel.
- Items of different uniform (e.g. House shirt and grey trousers) may not be worn together.
- Approved footwear (shoes or sandals, as appropriate) must be worn with school uniform.
- Hair is to be washed regularly, kept tidy, a natural colour, and of the prescribed length.
- Students are required to shave as often as necessary, and when directed to by staff.
- Regulation sports uniform only may be worn for PE classes and sport.
- Mufti means sensible, conservative clothing, with footwear.
- Except for a watch, personal jewellery is not permitted.
- Garters need to be worn with long socks.

**Footwear**
All footwear is to be:
- clearly marked under the tongue (e.g. using twink) with the owner’s name;
- kept clean (footwear that requires polish should have it applied regularly).

To reduce wear on carpets, and to help with cleanliness, boarders must remove footwear as they enter the House.

### DUTIES

Boarders help with cleaning tasks, both inside and outside the House, each day. A roster is prepared and duties are rotated on a regular basis. These shared tasks contribute to the overall appearance of the House and allow the cleaners to concentrate on other responsibilities.
These guidelines are designed to ensure students understand the appropriate use of electronic devices within the Boarding Community.

Boarders who bring an electronic device to school are bound by the following conditions:
- Electronic devices are brought to school at the owner’s risk.
- Electronic devices must be clearly marked with the owner’s name.
- Electronic devices must be kept in a secure place when not in use.
- St Paul’s accepts no responsibility for replacing lost, damaged or stolen electronic devices.

Boarders using an electronic device to play games and movies are subject to the following conditions:
- Games may be played and movies viewed during recreation times only.
- Games and movies classified “R18” or above are not permitted under any circumstances.
- Where a game or movie is not classified, or there is doubt as to its classification, the theme and content of the game or movie are subject to approval by the Duty Master/Housemaster.
- Staff reserve the right to end or refuse a game or movie.

Other important points to note:
- Anyone allowing another person to use his/her electronic device accepts the consequences of doing so including penalties imposed for inappropriate use of the device by the other person.
- Anyone leaving an electronic device unsecured accepts the consequences of doing so.
- When using an electronic device consideration must be given to other members of the Boarding Community at all times (for example, volume is to be kept to a level that does not disturb others).
- At prep, electronic devices may be used for schoolwork only, not games, movies or social media, etc.

A breach of the above may result in an individual forfeiting the electronic device for a period of time or being denied permission to have the device at school. House staff reserve the right to impound an electronic device if they suspect it contains inappropriate material, in which case the Associate Headmaster will be informed and parents notified if this is found to be the case.

Games of various kinds (e.g. pool; table tennis; chess) may be available for use by boarders.

Students are expected to respect games equipment and comply with the following:
- Games equipment may only be used for the purpose for which it was designed.
- Damage must be reported to the Duty Master immediately it occurs or is noticed.
- Equipment should be left in a tidy condition after use.

Damage to, or misuse of, games equipment will result in it being made unavailable for use. Anyone who damages games equipment is liable for its repair or replacement.

The HEAD OF HOUSE is the senior boarder in a House. The Housemaster appoints the Head of House after consulting with the Headmaster, House staff and members of the House. The Head of House is usually also a full School Prefect.

HOUSE PREFECTS are Year 13 boarders who assist with the supervision of the other boarders (e.g. of a morning, during prep, and at bedtimes). They also have responsibilities that bring them into regular contact with other members of the House at certain times (e.g. sport). House Prefects add an important dimension to pastoral care within the House. The role is a challenging and sometimes difficult one for senior boarders but can also be very rewarding.

House meetings and roll calls take place in the House Common Room. Punctuality is expected. Attendance at House meetings and roll calls is compulsory unless a boarder is on approved leave or at an authorized appointment (e.g. doctor; dentist; physiotherapist; etc.). Mobile phones are not to be used during House Meetings and Roll Calls.

Boys’ clothing is washed at the School Laundry according to a schedule. Once washed, clean clothes are returned to the House where the Matron sorts them. Boys need to be aware that, once put out to be washed, clothes may not be available for several days. Girls are responsible for their own laundry.

All items sent to the School Laundry are washed in hot water and dried in tumble driers: for this reason the Laundry does not wash black school jerseys (these need to be dry cleaned or washed at home). Consideration should also be given to the type of fabric from which non-uniform items (e.g. mufti) are made: wash-and-wear clothing is best.
LOST PROPERTY

A boarder who has lost an item must check: Ablutions; Dorm; Common Room; Drying Room; Matron’s Room; Office; etc. If the item is not found it should be reported missing to the Duty Master as soon as possible.

ALL POSSESSIONS ARE BROUGHT TO SCHOOL AT THE OWNER’S RISK!

MOBILE PHONES

Students may bring a mobile phone to school subject to the following conditions:

- Boarders are required to give their mobile number to the Housemaster and must advise him/her if and when their number changes or they acquire additional/replacement phones.
- Phones are brought to school at the owner’s risk.
- Phones should be kept in a secure place when not in use.
- Phones should have their serial number recorded at: www.snap.org.nz
- St Paul’s accepts no responsibility for replacing lost, damaged or stolen phones.
- When using a mobile phone consideration must be given to other members of the House.
- Anyone leaving a phone where others can access it accepts the consequences of doing so.
- An individual who allows another person to use his/her phone accepts the consequences of so doing, including any penalties imposed for inappropriate use of the phone by that person.

Students who use a mobile phone for the following will be referred to the Associate Headmaster:

- bullying and/or harassment;
- engaging in personal attacks;
- taking or sending inappropriate images;
- disseminating private or confidential information or misinformation about others.

PREP (HOMEWORK)

St Paul’s supports the view that prep is an integral part of a school education. Prep enables individuals to develop study habits that are essential for intellectual growth and academic achievement. Good prep practices will help facilitate academic success. The aim of Prep is to provide boarders with an opportunity to:

- complete homework and revise schoolwork already studied;
- consolidate work already discussed and/or taught in class;
- develop sound and consistent habits of independent study;
- undertake independent research and extended reading.

All boarders have compulsory prep each weeknight, Monday to Thursday. Additional weekend study times are scheduled in the lead up to major examinations.

PROHIBITIONS & RESTRICTIONS

The following are not permitted to students at St Paul’s:

- pornography;
- electric blankets;
- aerosol deodorants;
- knives and weapons of any kind;
- tobacco and smoking paraphernalia;
- matches, lighters, candles and fireworks;
- alcohol, drugs and prohibited substances;
- being under the influence of alcohol, drugs or prohibited substances;
- skateboards, longboards, rollerblades, scooters, skates, unicycles, etc.;
- spitting, littering and wilfully causing damage (including graffiti);
- personal televisions, heaters, refrigerators, cookers, etc.;
- gum (chewing gum, bubble gum and similar products);
- hair straighteners (boys’ houses).

Ball games and other vigorous physical activities are to be engaged in outside the House and away from gardens and areas where there are windows.

SCHOOL SHOP

The School Shop is situated in the foyer of the Student Centre and is owned by the School. A wide range of items including uniform, stationery, toiletries, sports equipment, and outdoor gear (e.g. Tihoi clothing and equipment) is available for purchase. Items can be charged to account or paid for by cash; EFTPOS and major credit cards are also accepted. All profits from sales are returned to St Paul’s.
The attention of parents is drawn to the fact that students can make purchases at the School Shop and have these charged to account. As the potential exists for students to purchase more than they actually need, parents are urged to discuss with their child any restrictions they may wish to place on his/her use of this facility.

**SPORT**

Sport is an important part of life at St Paul’s. The challenge and enjoyment involved in training and games make a significant contribution to the overall pride our students have in the School and their House. The physical activity involved makes a positive contribution to the health of individuals, helps develop confidence through improvement and achievement, and teaches important group dynamic skills through teamwork. Involvement in sport has the potential to help individuals succeed within an environment of fair play.

All students are required to take both a summer and a winter sport, and to represent their House in the various inter-House competitions. Sports practices take place at the end of the teaching day (or at other times for House activities). All sessions are compulsory unless prior arrangements are made with the coach.

**TRAVEL ARRANGEMENTS**

Travel arrangements to and from school are the responsibility of parents. However, it is not appropriate for parents to make travel arrangements that require their child to leave St Paul’s earlier than normal without first consulting with the Housemaster. Parents should contact the Housemaster with clear details of what is involved and the reason for making the request.

Where parents want their child to be absent from school for more than two days, application must be made in writing to the Headmaster. The Headmaster will consider the request and, if the student is in Year 11 or Year 12 or Year 13, refer the request to the Deputy Headmaster (Academic) who will assess how the proposed absence would impact on the student’s assessments and studies.

**TUCK SHOP**

St Paul’s operates a centralised Tuck Shop, which is open at Interval and after school during the week. The Tuck Shop uses “My Monitor” software: this enables parents to log in remotely and add money to their child’s Student ID Card. The “My Monitor” system allows boarders to make purchases at the Tuck Shop (within a limit set by their parents) without the need to use cash, although cash and EFTPOS are also accepted.
APPENDIX
CONCERNS & COMPLAINTS PROCESS

CONCERNS

Concern is raised with the Housemaster, either verbally or (preferably) in writing.

Housemaster acknowledges the concern in writing and investigates.

The person who raised the concern is advised of the outcome in writing.

Is the matter resolved to the satisfaction of the person who raised the concern?

NO

The person who raised the concern can raise it with the Associate Headmaster or Headmaster if it is felt the resolution is not satisfactory.

The concern is investigated.

The person who raised the concern is advised of the outcome in writing.

COMPLAINTS

Complaint notified. The complainant must put the complaint into writing.

A complaint about a student should go to the Housemaster in the first instance.

A complaint about a member of staff should be made directly to the Headmaster.

Complaint is acknowledged in writing, and investigated.

The complainant is advised of the outcome in writing.

Is the matter resolved to the satisfaction of the complainant?

NO

If the complaint concerns a student, the complainant can raise the matter with the Headmaster.

The complaint is investigated.

The complainant is advised of the outcome in writing.

YES

If the complaint concerns a member of staff, the complainant can raise the matter with the Board Chair.

The complaint is investigated.

The complainant is advised of the outcome in writing.