



HOPE GARDEN PRIVATE SCHOOL

CULTIVATING EXCELLENCE

SCHOOL POLICY & GOVERNANCE HANDBOOK

Institutional standards for learners, parents, staff and school operations

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Applicable to Toddlers, Pre-Kindergarten, Preschool, Pre-Primary and Grades 1-3

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DOCUMENT CONTROL & APPROVAL

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Approval Signatures

DIRECTOR: MR GERSON AIB

DATE

PRINCIPAL: MRS TENDAI TALENT AIB

DATE

CONTROL NOTE

Only the version bearing the current document code, version number and approval status is an official school document. Printed copies must be checked against the digital master before use.

B HANDBOOK STATUS, LEGAL FRAMEWORK & INTERPRETATION

This handbook establishes Hope Garden Private School's approved operating standards for the 2027 academic year. It applies to learners, parents and guardians, employees, volunteers, drivers, contractors and visitors to the extent relevant to their role.

The handbook must be read with the admission application, Financial Agreement and Enrolment Contract, employment documents, safety procedures, class rules, authorised circulars and any official condition of school registration. It is an institutional governance document, not a substitute for legislation. Applicable law and lawful Ministry directives prevail where there is a conflict.

Primary Legal and Regulatory References

- Basic Education Act 3 of 2020, including provisions governing private schools, learner rights, education standards and school registration.
- Basic Education Regulations, 2023 (Government Notice 331 of 2023), including registration, inspection, curriculum, facilities and record requirements for private schools.
- Child Care and Protection Act 3 of 2015, including child-protection and best-interest principles.
- Labour Act 11 of 2007 and applicable regulations for employment, health, safety and workplace administration.
- Applicable national curriculum, syllabus, assessment and inclusive-education requirements issued by the responsible Ministry and NIED.

INTERPRETATION RULE

Every policy must be applied lawfully, fairly, consistently, proportionately and in a manner that protects the dignity, safety and best interests of the learner.

Contents at a Glance

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FINAL	Acceptance, Review and Signatures	Institutional approval

I

INSTITUTIONAL IDENTITY, CHRISTIAN ETHOS & CORE VALUES

Purpose

To define the character and decision-making principles of Hope Garden Private School.

Policy Statement

Hope Garden Private School provides a disciplined, nurturing and academically purposeful environment in which children are treated with dignity and supported to grow in knowledge, character, responsibility and faith-informed values. The school's Christian ethos is expressed through compassion, integrity, service and excellence while respecting the lawful rights and dignity of every learner and family.

Required Practice

- School decisions must give priority to learner safety, educational benefit, fairness and institutional integrity.
- The core values are Compassion, Integrity, Excellence, Responsibility, Respect and Service.
- Prayer, Scripture, moral education and Christian character formation may form part of the school programme in an age-appropriate manner.
- No learner may be humiliated, degraded or treated unfairly because of personal or family circumstances.
- Staff and parents must model respectful communication and responsible conduct.
- The motto "Cultivating Excellence" must be reflected in teaching, care, administration and campus presentation.

Responsibility

The Director safeguards institutional identity; the Principal converts it into daily school practice; every staff member models the values.

Records / Evidence

Vision, mission and values statements; annual school improvement plan; staff induction records.

CORE STANDARD

Compassion guides how people are treated; integrity guides how decisions are made; excellence guides the standard of work.



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GOVERNANCE, AUTHORITY & DOCUMENT CONTROL

Purpose

To establish clear responsibility, approval authority and control over official school documents.

Policy Statement

The School is governed through defined leadership authority, written policies, controlled records and documented decisions. Only authorised representatives may approve contracts, fees, admissions, employment actions, official notices or changes to institutional policy.

Required Practice

- The Director holds executive and financial authority subject to applicable law and institutional governance arrangements.
- The Principal directs academic, learner-care and staff implementation within delegated authority.
- Policy amendments must show the document code, version, effective date, approver and review date.
- Obsolete forms and policies must be marked "Superseded" and removed from active use.
- Official decisions affecting enrolment, fees, discipline or employment must be recorded in writing.
- No employee may create a binding financial promise, refund, discount or admission commitment without delegated authority.

Responsibility

Director, Principal and designated administrators.

Records / Evidence

Master document register; approval minutes; delegation register; controlled digital archive.

3

ADMISSIONS, NON-DISCRIMINATION & PLACEMENT

Purpose

To administer admissions fairly, transparently and in a manner consistent with school capacity and lawful requirements.

Policy Statement

Admission is based on available space, age and grade suitability, complete information, the school programme and the family's ability to support school expectations. The School does not unfairly discriminate in admissions. Readiness conversations or observations are used to support placement and identify needs, not to degrade or exclude a child unlawfully.

Required Practice

- Applications must use the approved admission form and be supported by required identity and educational documents.
- The application processing fee is paid with the application; the admission fee is paid only after a written placement offer.
- Parents must disclose medical, custody, collection, developmental and learning information relevant to safe placement.
- Every admission decision must be recorded as approved, conditionally approved, waiting list, further information required or not approved.
- Where an application is not approved, the School must retain the required record and issue written reasons through the responsible adult.
- Admission criteria and fee information must be communicated consistently and must not be invented for individual families.

Responsibility

Principal and authorised admissions administrator; Director for appeals or exceptional decisions.

Records / Evidence

Admission applications; decision register; waiting list; unsuccessful application register; assessment/readiness notes; offer letters.

ADMISSION PRINCIPLE

An application is not an enrolment. Enrolment becomes effective only after written acceptance and completion of the stated conditions.

**4****ENROLMENT, WITHDRAWAL, TRANSFER & LEARNER RECORDS****Purpose**

To ensure every learner has an accurate, secure and traceable institutional record from application to exit.

Policy Statement

The School maintains a cumulative learner file and required registers for the duration of enrolment and for the retention period required by law or legitimate administration. Withdrawal and transfer must be recorded formally and must not erase financial, safeguarding, assessment or attendance records.

Required Practice

- Each learner file must contain identity documents, parent details, admission decision, signed agreements, emergency contacts, medical information, reports and material correspondence.
- Attendance, progress, conduct, incidents, support plans, transfers and withdrawals must be recorded in approved systems or registers.
- Parents must give the written notice required by the enrolment contract when withdrawing a learner.
- Transfer documents and reports are issued through authorised channels and recorded.
- Access to learner records is limited to authorised staff and lawful requests.
- Corrections must preserve an audit trail; records must not be destroyed or altered to conceal an error or incident.

Responsibility

Principal, class teacher and school administrator, according to assigned duties.

Records / Evidence

Admission register; attendance register; cumulative learner files; transfer/withdrawal register; archive index.



5

CURRICULUM, TEACHING & LEARNING PROGRAMME

Purpose

To ensure a coherent, age-appropriate and nationally aligned educational programme.

Policy Statement

The School implements approved curriculum and syllabus requirements through child-centred, structured and developmentally appropriate teaching. Early childhood learning emphasises play, language, movement, exploration, relationships and holistic development; primary teaching progressively develops literacy, numeracy, knowledge, skills and independent learning habits.

Required Practice

- Teachers must use the approved curriculum, syllabus, annual plan, scheme of work, timetable and lesson planning format.
- Teaching time, subject combinations and assessment methods must match the applicable programme and registration conditions.
- Learning activities must be purposeful, inclusive and appropriate to age, language, ability and developmental stage.
- Resources must be safe, sufficient, labelled and used responsibly.
- Religious and moral education must be age-appropriate and consistent with the school ethos.
- Teachers must plan for revision, remediation, enrichment and transitions between class levels.

Responsibility

Principal, academic coordinator where appointed, and class/subject teachers.

Records / Evidence

Curriculum files; annual teaching plans; schemes of work; lesson plans; timetables; resource inventories; classroom observation records.



6

ASSESSMENT, REPORTING & PROMOTION

Purpose

To use assessment to understand progress, improve instruction and communicate accurately with families.

Policy Statement

Assessment is continuous, fair, age-appropriate and aligned with curriculum outcomes. It must identify strengths, misconceptions and support needs. A mark or rating must be supported by reasonable evidence and must not be manipulated to satisfy pressure from a parent, learner or staff member.

Required Practice

- Teachers must use observation, classwork, practical tasks, oral work, written tasks and formal assessment as appropriate.
- Assessment criteria must be communicated clearly and applied consistently.
- Learner reports must address academic progress, participation, independence, conduct and support needs where relevant.
- Parents must be informed early when significant difficulty, regression or persistent non-participation is identified.
- Promotion or repetition decisions must consider applicable Ministry requirements, evidence, learner age, support history and best interests.
- Assessment materials and results must be stored securely and moderated where required.

Responsibility

Class/subject teacher; Principal for moderation, promotion and formal reporting oversight.

Records / Evidence

Assessment plan; mark schedules; portfolios; moderation records; reports; promotion schedules; parent meeting notes.



7

LEARNING SUPPORT, INCLUSION & REASONABLE ADJUSTMENT

Purpose

To promote access, participation and support for learners with diverse developmental, learning, communication or physical needs.

Policy Statement

The School seeks practical and reasonable ways to support learner participation within its resources, programme and registration conditions. Support decisions are made collaboratively, respectfully and without labelling or humiliating the learner.

Required Practice

- Parents must disclose known diagnoses, assessments, therapies and support strategies relevant to the learner.
- Teachers must document observed barriers and interventions before escalating concerns, except where urgent referral is required.
- Reasonable adjustments may include seating, visual prompts, additional time, simplified instructions, sensory breaks, differentiated tasks or communication support.
- The School may recommend professional assessment or external support when needs exceed ordinary classroom intervention.
- A support plan must identify goals, strategies, responsible persons and a review date.
- Information about a learner's need must be shared only with persons who require it for education, care or safety.

Responsibility

Principal, teacher, parent/guardian and relevant professionals.

Records / Evidence

Support referral form; intervention log; support plan; review notes; professional reports supplied by the parent.

INCLUSION STANDARD

Difference is not misconduct. Support needs must not be treated as disobedience without careful assessment.

**8****ATTENDANCE, PUNCTUALITY & SCHOOL HOURS****Purpose**

To protect learning continuity, supervision and reliable daily routines.

Policy Statement

Learners are expected to attend regularly and arrive before the scheduled start of the school day. Parents are responsible for safe, punctual arrival and collection and for notifying the School when absence or lateness occurs.

Required Practice

- The standard instructional day begins at 08:00 unless an official timetable states otherwise.
- Teachers must mark attendance accurately at the prescribed time and update late arrivals or early departures.
- Parents must report absence and provide a reason through an approved channel.
- Repeated unexplained absence or lateness requires documented follow-up and a parent meeting.
- A learner may leave during the school day only through authorised collection and sign-out procedures.
- Absence does not automatically cancel fees or remove responsibility for missed work and materials.

Responsibility

Parent/guardian, class teacher and school administrator.

Records / Evidence

Daily attendance register; late-arrival register; early-departure register; absence follow-up notes.



9

HOMEWORK, MATERIALS, UNIFORM & PERSONAL PROPERTY

Purpose

To establish habits of preparedness, responsibility and care for school and personal property.

Policy Statement

Learners must arrive prepared with the required uniform, books, stationery, lunch and other items communicated by the School. Homework and extension activities must be developmentally appropriate and must strengthen, rather than replace, classroom learning.

Required Practice

- Parents must check bags, communication books and homework instructions daily.
- Uniform must be clean, correctly worn, labelled and in reasonable condition.
- Hair and grooming must be neat, safe and compatible with learning and physical activity.
- Learners must use books, furniture, technology and learning materials carefully.
- Unsafe, distracting or expensive personal items should not be brought without permission.
- The School is not automatically liable for lost personal items, but reasonable lost-and-found procedures must be maintained.

Responsibility

Learner according to age, parent/guardian and class teacher.

Records / Evidence

Material issue register; textbook register; damaged/lost property record; uniform notices.



IO

THE GARDEN PLEDGE & LEARNER CODE OF CONDUCT

Purpose

To provide young learners with a clear, positive and memorable conduct framework.

Policy Statement

The Garden Pledge has three commitments: I Am Ready to Learn, I Am Safe to Grow and I Am Kind to Others. Staff use this common language to teach expectations, acknowledge positive conduct and correct behaviour.

Required Practice

- Ready to Learn means listening, participating, preparing materials, completing work and following instructions.
- Safe to Grow means walking indoors, using equipment correctly, remaining in supervised areas and reporting danger.
- Kind to Others means using respectful words, sharing, taking turns, respecting differences and seeking help without aggression.
- Learners must not hit, bite, kick, push, bully, threaten, steal, damage property or leave a supervised area without permission.
- Rules must be explained in age-appropriate language and reinforced consistently.
- Staff must distinguish deliberate misconduct from developmental immaturity, distress, disability or unmet support needs.

Responsibility

All teaching and care staff, supported by parents at home.

Records / Evidence

Class conduct notes; merit records; parent communication; formal incident reports where required.



II

POSITIVE DISCIPLINE, SUSPENSION & PROHIBITION OF CORPORAL PUNISHMENT

Purpose

To correct behaviour lawfully, proportionately and in a manner that teaches better choices.

Policy Statement

Corporal punishment, cruel treatment, degrading punishment, intimidation and humiliation are prohibited. Discipline must be instructional, age-appropriate, documented when serious and directed toward safety, accountability, restoration and improved behaviour.

Required Practice

- Level 1: calm reminder, redirection and restatement of the expected pledge.
- Level 2: brief supervised reset/reflection, repair of harm and re-entry guidance.
- Level 3: documented parent communication and a behaviour support plan for repeated concerns.
- Serious or dangerous misconduct requires immediate safety action, management involvement and a formal incident record.
- Any suspension or termination decision must be authorised, proportionate, communicated in writing and handled in accordance with applicable law, registration conditions and procedural fairness.
- A learner must be given an age-appropriate opportunity to explain what happened before a final disciplinary finding, except where immediate safety action is necessary.

Responsibility

Teacher for ordinary correction; Principal/Director for formal disciplinary action.

Records / Evidence

Behaviour log; incident report; meeting notes; support plan; disciplinary notice and outcome.

ABSOLUTE RULE

No employee, volunteer, driver or contractor may strike, pinch, shake, slap, cane or physically punish a learner.

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SAFEGUARDING, CHILD PROTECTION & REPORTING CONCERNS

Purpose

To prevent harm, identify concerns early and respond through lawful child-protection channels.

Policy Statement

Every adult working with or around learners has a duty to maintain professional boundaries, supervise appropriately and report suspected abuse, neglect, exploitation, grooming, serious intimidation or unsafe conditions. The School will act on reasonable concern; proof is not required before a concern is reported internally or to the appropriate authority where required.

Required Practice

- Staff must avoid unnecessary isolated contact and must use observable, accountable care practices.
- A disclosure by a child must be heard calmly, without leading questions, promises of secrecy or confrontation of the alleged person.
- Immediate danger requires emergency action and contact with the appropriate authority.
- All safeguarding concerns must be reported promptly to the designated safeguarding lead or Principal and recorded factually.
- Information is shared only on a need-to-know basis for protection, investigation or lawful reporting.
- No person may retaliate against a learner, parent or employee who raises a safeguarding concern in good faith.

Responsibility

Designated safeguarding lead, Principal and every adult with learner contact.

Records / Evidence

Safeguarding concern form; incident chronology; authority referral record; restricted-access case file.

CHILD-FIRST RULE

When uncertainty exists, choose the safer course for the child and escalate the concern.



I3

ANTI-BULLYING, HARASSMENT, RESPECT & INCLUSION

Purpose

To prevent repeated harm, exclusion and intimidation and to build a respectful school community.

Policy Statement

Bullying, harassment, discrimination, humiliation and retaliation are not accepted. Because the School serves young learners, prevention centres on supervision, explicit teaching, early intervention, parent cooperation and consistent follow-up.

Required Practice

- Bullying may be physical, verbal, relational, emotional, discriminatory or digital and usually involves repetition or a power imbalance.
- Staff must intervene immediately in unsafe behaviour and separate the children calmly.
- Reports must be taken seriously without labelling a child permanently as a “bully” or “victim”.
- Parents must use school channels and must not encourage retaliation or confront another child directly.
- A response may include safety planning, restorative action, behaviour support, supervision changes and disciplinary action.
- Learners must not be mocked or excluded because of language, appearance, ability, disability, belief, family circumstances or other personal difference.

Responsibility

Principal, teachers and all supervising staff.

Records / Evidence

Bullying concern form; investigation notes; parent communication; safety/support plan; review outcome.



I4

DIGITAL DEVICES, ONLINE SAFETY, PHOTOGRAPHY & MEDIA

Purpose

To protect learners from distraction, privacy breaches, inappropriate content and unauthorised image use.

Policy Statement

Personal electronic devices are not used during school hours unless authorised for a specific educational, medical or safety purpose. Learner photographs, names and information may be used only through approved school processes and the consent recorded for the learner.

Required Practice

- Phones, tablets, smart watches and gaming devices brought for an authorised reason must be handed to the responsible staff member where directed.
- Parents and visitors may not photograph or record other learners without permission.
- Staff may not place learner images or information on personal social-media accounts or private promotional material.
- School media must avoid unnecessary disclosure of full names, addresses, medical details or live location information.
- Online bullying or harmful digital conduct connected to the school may be addressed under the conduct policy.
- Information technology used by staff must have reasonable password, access and backup controls.

Responsibility

Director/Principal for official media; staff for device control and confidentiality; parents for learner online conduct.

Records / Evidence

Media consent register; approved publication archive; device incident log; information-access records.



IS

HEALTH, ILLNESS, HYGIENE & INFECTION CONTROL

Purpose

To protect learners and staff and reduce avoidable transmission of illness.

Policy Statement

A learner who is visibly unwell, contagious, feverish, vomiting repeatedly or unable to participate safely should not attend until sufficiently recovered or medically cleared where required. Health decisions must be respectful and must not shame a learner or family.

Required Practice

- Parents must provide current medical and emergency information and remain reachable during the school day.
- Staff must encourage handwashing, safe toileting, clean eating areas and age-appropriate personal hygiene.
- A learner who becomes ill must be supervised in a suitable area while the parent is contacted.
- Bodily fluid incidents must be managed with protective equipment, cleaning and discreet documentation.
- The School may request medical guidance or clearance for a recurring, serious or communicable condition.
- Food, water, toilets and cleaning procedures must be checked routinely.

Responsibility

Parent/guardian, designated first aider, teachers and school management.

Records / Evidence

Medical information form; illness/collection register; cleaning schedule; health notices; inspection records.



I6

MEDICATION, FIRST AID & MEDICAL EMERGENCIES

Purpose

To ensure medication and emergency care are administered safely, lawfully and accountably.

Policy Statement

Medication is administered only when necessary, authorised in writing and supplied in appropriate original packaging with clear instructions. Emergency first aid may be provided within staff competence while parents and emergency services are contacted as appropriate.

Required Practice

- Prescription medication must carry the learner's name, dosage and current instructions.
- A parent must complete the medication-authorisation record and disclose allergies or adverse reactions.
- Medication must be stored securely and separately from learner-accessible materials.
- Every administered dose must be recorded immediately with date, time, amount and staff initials.
- Serious injury, breathing difficulty, severe allergic reaction, seizure, loss of consciousness or other emergency requires immediate escalation.
- The parent must be informed of significant first aid, injury or emergency action as soon as reasonably possible.

Responsibility

Authorised trained staff under Principal oversight.

Records / Evidence

Medication register; medication authorisation; first-aid register; incident report; emergency contact record.

MEDICATION CONTROL

Staff must not guess doses, share medication between learners or administer unlabelled medicine.



17

NUTRITION, FOOD ALLERGIES & SCHOOL MEALS

Purpose

To support healthy nutrition and prevent avoidable food-related harm.

Policy Statement

Food supplied or permitted at school should be safe, age-appropriate and consistent with disclosed allergies and dietary restrictions. Meal administration must protect dignity and must not be used as punishment or leverage in financial disputes.

Required Practice

- Parents must disclose food allergies, intolerances and medically required restrictions in writing.
- No food swapping is permitted where allergy or dietary risk exists.
- Learners must wash hands before meals and clean their eating area afterward.
- Glass containers, sharp utensils and unsafe packaging are not permitted for young learners.
- School meal attendance and special dietary instructions must be maintained accurately.
- Food purchasing, storage, preparation and serving areas must follow reasonable hygiene controls.

Responsibility

Parent, meal supervisor, teachers and School Management.

Records / Evidence

Allergy list; meal register; food supplier records; kitchen cleaning checklist; incident report.



I8

ARRIVAL, COLLECTION, VISITORS & ACCESS CONTROL

Purpose

To control the highest-risk transition periods and prevent unauthorised access to learners.

Policy Statement

Learners are handed over only through authorised arrival and collection procedures. Visitors must report to the designated reception or staff member and may not move freely through learner areas.

Required Practice

- Only persons listed or specifically authorised through a verified parent instruction may collect a learner.
- Staff may request identification and telephone confirmation before release.
- A learner must not be released to an unknown, impaired, aggressive or otherwise unsafe person.
- Late collection must be communicated, recorded and managed through the responsible adult.
- Visitors, contractors and service providers must sign in, state their purpose and follow escort requirements.
- Custody orders and restricted-collection instructions must be supported by current documentation and kept confidential.

Responsibility

Reception/administrator, teachers and designated collection staff.

Records / Evidence

Arrival/departure register; authorised collection list; visitor register; late-collection record; custody alert record.



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TRANSPORT, DRIVERS, EXCURSIONS & EXTERNAL ACTIVITIES

Purpose

To manage transport and external learning activities with clear authority, supervision and emergency readiness.

Policy Statement

Transport and outings are extensions of the school environment. The same safeguarding, conduct, supervision and incident-reporting standards apply from departure until the learner is returned to the authorised handover point.

Required Practice

- Drivers and vehicles used through the School must be recorded and checked according to applicable requirements.
- Learners must use seat belts or appropriate restraints where available and must not travel in unsafe positions.
- A current learner list, emergency contacts, first-aid resources and supervising staff assignments must accompany organised excursions.
- Written parent consent is required where the School issues a specific excursion notice.
- Headcounts must be conducted at every transition point.
- Unsafe behaviour or transport concerns must be reported immediately and may lead to removal of a driver or exclusion from an activity.

Responsibility

Transport coordinator or administrator, driver, trip leader and supervising staff.

Records / Evidence

Driver directory; vehicle details; transport register; excursion approval; consent forms; headcount sheet; incident reports.



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EMERGENCY PREPAREDNESS, FIRE, SECURITY & INCIDENT REPORTING

Purpose

To ensure organised, calm and documented response to foreseeable emergencies.

Policy Statement

The School maintains practical emergency procedures for fire, medical events, severe weather, security threats, missing learners, utility failure and other serious incidents. Life safety takes priority over property and routine operations.

Required Practice

- Evacuation routes and assembly points must be communicated to staff and displayed where appropriate.
- Fire and emergency drills must be conducted and recorded at planned intervals.
- Emergency exits, extinguishers, first-aid kits, alarms and key contacts must be checked routinely.
- During an incident, staff must supervise learners, take registers/headcounts and follow the incident leader's instructions.
- Parents must receive factual, authorised communication and must avoid spreading unverified information.
- Every material accident, injury, security event or near miss must be recorded and reviewed for corrective action.

Responsibility

Director/Principal as incident leaders, with designated deputies and all staff.

Records / Evidence

Emergency plan; drill register; equipment inspection checklist; incident report; corrective action log; communication record.

EMERGENCY RULE

Account for every learner. Communicate facts. Preserve evidence. Review and correct the cause.

**2I****PARENT-SCHOOL COMMUNICATION, COMPLAINTS & APPEALS****Purpose**

To resolve concerns through respectful, documented and proportionate internal processes.

Policy Statement

The School welcomes genuine concerns and expects communication that is factual, respectful and solution-focused. Threats, harassment, public humiliation, classroom interruption and social-media attacks are not acceptable substitutes for the complaints process.

Required Practice

- Step 1: raise ordinary classroom concerns with the teacher at an arranged time.
- Step 2: submit unresolved or administrative concerns to the Principal or responsible administrator in writing.
- Step 3: request Director review where the matter remains unresolved or concerns a decision by the Principal.
- A complaint should identify the issue, relevant dates, persons involved, desired resolution and supporting documents.
- The School should acknowledge a formal complaint promptly and provide a written outcome within a reasonable period, normally ten working days where investigation complexity permits.
- A person raising a concern in good faith must not be victimised; confidentiality is maintained as far as a fair investigation allows.

Responsibility

Teacher, Principal, Director and complainant according to the escalation stage.

Records / Evidence

Complaint register; written complaint; investigation notes; meeting minutes; decision and appeal outcome.



Purpose

To align home and school routines for learner success and safety.

Policy Statement

Parents and guardians are essential partners in attendance, preparation, behaviour, learning support, health, communication and financial administration. The School expects active cooperation rather than passive enrolment.

Required Practice

- Check school bags, homework and communication channels daily.
- Provide sufficient sleep, punctual arrival, clean uniform, required materials, food and water.
- Attend requested meetings and respond to urgent communication promptly.
- Use the Garden Pledge language when discussing behaviour at home.
- Inform the School of significant family, medical, custody or emotional changes that may affect the learner.
- Treat staff and other families respectfully and use approved complaint channels.

Responsibility

Parents/guardians with support from teachers and management.

Records / Evidence

Communication book; meeting register; parent notices; acknowledgements; support agreements.

**23****STAFF PROFESSIONAL CONDUCT, BOUNDARIES & CONFIDENTIALITY****Purpose**

To protect learners, preserve professional trust and establish minimum staff conduct standards.

Policy Statement

Employees and service providers must act professionally, lawfully and in the interests of learners. Position, access to children and confidential information must never be used for personal advantage, intimidation, favouritism or exploitation.

Required Practice

- Staff must be punctual, prepared, appropriately dressed and respectful in speech and conduct.
- Professional boundaries apply to physical contact, gifts, private communication, transport, photography and social media.
- Learner information may be discussed only for legitimate educational, safety or administrative purposes.
- Staff must report safeguarding, misconduct, fraud, safety hazards and serious operational failures promptly.
- Private tutoring, sales, collections or financial dealings involving school families require written authorisation where they create a conflict of interest.
- Staff must not falsify attendance, assessment, payroll, receipts, incident or learner records.

Responsibility

Every employee and service provider; Principal/Director for supervision and discipline.

Records / Evidence

Employment file; code-of-conduct acknowledgement; training record; supervision notes; disciplinary record; confidentiality undertaking.



Purpose

To ensure school information is accurate, secure, accessible to authorised persons and retained appropriately.

Policy Statement

The School collects and uses information for education, safety, employment, billing, communication, reporting and lawful administration. Records must be proportionate to the purpose, protected from unauthorised access and preserved in a manner that supports accountability and inspection readiness.

Required Practice

- Collect only information reasonably required for a defined school purpose.
- Restrict access using role-based permissions, secure storage, strong passwords and controlled keys.
- Back up critical digital records and test recovery arrangements.
- Verify identity and authority before releasing learner, financial or staff information.
- Correct inaccurate records while preserving the original entry or audit trail where necessary.
- Dispose of records securely only after the approved retention period and when no legal, safeguarding, financial or operational hold exists.

Responsibility

Director as information owner; administrators and staff as authorised record custodians.

Records / Evidence

Data/record inventory; access register; backup log; retention schedule; disposal certificate; breach/incident record.

**25****FINANCIAL CONDUCT, FEES, RECEIPTS & ADMINISTRATIVE COMPLIANCE****Purpose**

To manage school finances transparently, consistently and without compromising learner dignity.

Policy Statement

Fees, payment dates, refund terms, arrears procedures and optional services are governed by the current Financial Agreement and approved fee schedule. All money received must be receipted, recorded and banked through authorised controls.

Required Practice

- No employee may collect or keep school money without authority and an official receipt process.
- Parents must use correct payment references and keep proof of payment.
- Fee concessions, discounts, credits and refunds require written approval and an audit trail.
- Arrears are handled privately with the responsible adult; learners are not publicly identified or used for collection.
- Purchases require approved quotations or procurement evidence appropriate to value and risk.
- Bank reconciliations, payroll records, cash controls, asset records and financial statements must be maintained.

Responsibility

Director, authorised finance administrator and accounting officer/adviser as applicable.

Records / Evidence

Fee ledger; receipts; bank statements; reconciliations; payment vouchers; procurement file; asset register; payroll file; annual financial statements.

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POLICY IMPLEMENTATION, TRAINING, MONITORING & REVIEW

Purpose

To ensure the handbook is implemented, understood, tested and improved rather than merely filed.

Policy Statement

School Management will communicate policies, provide role-appropriate training, monitor compliance and review the handbook annually or when legislation, registration conditions, incidents or operational changes require revision.

Required Practice

- New staff must receive induction on safeguarding, discipline, emergencies, confidentiality and role-specific procedures before unsupervised work.
- Parents must receive access to the current handbook and acknowledge key policies at enrolment.
- Management must use inspections, registers, classroom observations, audits, incident trends and complaints to test implementation.
- Policy breaches must lead to corrective action, training, discipline or process redesign according to seriousness.
- Material amendments must be issued with a version number and effective date.
- The master document register must show current, superseded and archived documents.

Responsibility

Director and Principal, with every staff member responsible for compliance.

Records / Evidence

Training register; policy acknowledgements; compliance checklist; audit reports; review minutes; revision history.

REVIEW CYCLE

Scheduled annual review: November 2027. Immediate review is required after a serious incident, legal change or inspection finding.



FINAL

POLICY ACCEPTANCE & INSTITUTIONAL COMMITMENT

By signing below, the parent or guardian confirms receipt of this handbook and agrees to support the standards applicable to the learner and family. Staff members sign the separate staff acknowledgement during induction or annual policy renewal.

- ☐ I understand that the handbook operates together with the admission documents and Financial Agreement and Enrolment Contract.
- ☐ I will keep learner, medical, custody, emergency and collection information current.
- ☐ I will use the School's communication and complaints procedures respectfully.
- ☐ I understand the prohibition of corporal punishment, humiliation, bullying and unsafe conduct.
- ☐ I will support attendance, punctuality, uniform, homework and the Garden Pledge.
- ☐ I understand that policies may be lawfully revised and that material changes will be communicated.

LEARNER FULL NAME

CLASS / GRADE

PARENT / GUARDIAN FULL NAME

CONTACT NUMBER

PARENT / GUARDIAN SIGNATURE

DATE

Institutional Approval

DIRECTOR: MR GERSON AIB

DATE

PRINCIPAL: MRS TENDAI TALENT AIB

OFFICIAL SCHOOL SEAL

FINAL DECLARATION

Hope Garden Private School commits to cultivating a safe, disciplined, kind and academically excellent learning community through consistent policy, responsible leadership and genuine partnership with families.