

# CODE OF CONDUCT

Royal New Zealand Pipe Bands' Association





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### **Message from President – Iain Blakeley**

Associations such as ours need to be clear about the standards we expect of ourselves and those participating in our activities, including instructors, adjudicators, officials, bands and band management.

When we work with children and adults at risk we are in a position of trust and are role models.

This Code of Conduct has been written following extensive feedback and discussions with Members. While we have been able to operate under informal guidelines until now, our Members have, rightly, asked that we formalise our shared expected standards of conduct in all aspects of pipe banding in New Zealand. This Document does that.

The Board of the RNZPBA is committed to and will apply the principles set out in this document, and asks all Members do the same.



# Introduction to the Code of Conduct

The RNZPBA aspires to assist individuals and bands in reaching, not only their highest competitive potential, but also raising the level of our art. All RNZPBA member bands, centres, judges, contest committees and learning programs are responsible for ensuring an environment that makes participation a positive and rewarding experience for all. The RNZPBA Code of Conduct is intended to work in conjunction with the RNZPBA Rules, Policies and Procedures and, as such, sets forth RNZPBA and its members' commitment to act ethically in all instances. It is expected that all Members of RNZPBA will implement and adhere to the principles of this Code.

## PRINCIPLES

1. Participation and Inclusion
2. Promotion of a Safe, Positive, Harassment Free and Healthy Environment
3. Commitment to Integrity



## 1. Participation and Inclusion

Our art is a hobby for most, and a profession for some. In promoting our art, we encourage all people to support and join in, helping us to grow and develop musicians and promote what we do.

- We must promote positive participation and discourage behaviour that is likely to interfere with the orderly conduct of the activity, participation in, or enjoyment of, an activity or event.
- We should conduct ourselves in a manner that is not detrimental to others.
- We must respect the rights and opinions of others.
- We must promote inclusion and an environment free of discrimination.
- We may not restrict the ability of a Member to participate in RNZPBA activities because of race, sex, creed, sexual orientation, age, national origin, mental or physical disability, or any other basis proscribed by law.



## 2. Promotion of a Safe, Positive, Harassment Free and Healthy Environment

We, as members of RNZPBA, have a responsibility to provide a safe, positive, harassment free and healthy environment for our members. To create this environment, we must:

- make decisions in the best interest of all members.
- promote a culture of trust and empowerment that moves piping and drumming in a positive direction as an art.
- promote a culture that encourages people of any race, sex, creed, sexual orientation, age, national origin, mental or physical disability to participate.
- respect the fundamental rights, dignity, and worth of all participants.

**Note:** The RNZPBA is committed to providing a safe environment for all its members, judges, contest officials from harassment including sexual harassment. The RNZPBA will operate a zero-tolerance policy for any form of harassment, treat all incidents seriously and promptly investigate all allegations of harassment. Any person found to have harassed another may face disciplinary action, up to and including expulsion from RNZPBA activities. All complaints of harassment will be taken seriously and treated with respect and in confidence. No one will be victimised for making such a complaint.



### 3. Commitment to Integrity

We, as members of RNZPBA, have a responsibility to uphold the integrity of RNZPBA and to act honestly, openly, fairly, and competently. We must:

- be knowledgeable of, understand and follow RNZPBA rules and policies, and refrain from knowingly misrepresenting or misinterpreting such.
- promote fair play.
- display good sportsmanship.
- maintain respect 'on the field' and refrain from intimidating, embarrassing or improperly influencing any individual responsible for participating in, judging, or administering a competition.
- make honest certifications regarding compliance with RNZPBA policies, procedures and membership requirements





# Safeguarding Vulnerable Groups

The RNZPBA acknowledges the duty of care to safeguard and promote the welfare of children and adults at risk. The RNZPBA is committed to ensuring safeguarding practice reflects statutory responsibilities, government guidance and complies with best practice. Our extra duty of care, especially applies for all children up to the age of 16 years and adults at risk.

An adult at risk is someone who is aged 16 years and over who:

- is unable to safeguard his/her own wellbeing, property, rights or other interests
- is at risk of harm
- may be affected by disability, mental disorder, illness or physical or mental infirmity, and more vulnerable to being harmed than adults who are not so affected

## RNZPBA stance

- the welfare of the child or adult at risk is paramount
- all children and adults at risk, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to protection from abuse
- all suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately
- all RNZPBA members engaged in activities that bring them into contact with children and adults at risk, have a responsibility to report concerns to the appropriate services (Social Work Services or Police) and to inform RNZPBA Board
- any concerns should be reported immediately to the Police or Social Services





# Flowchart for suspected or reported abuse or neglect

**You are concerned about a vulnerable person because you have:**

- Been made aware of possible harm/abuse of a vulnerable person via your involvement in your band and/or;
- Observed indicators of abuse and/or;
- Received a disclosure from them about some form of abuse

Respond to the vulnerable person in an appropriate manner and advise that you will need to report this. Take notes.

**Do your concerns relate to a vulnerable person in immediate danger and need of protection?**

**YES**

CONTACT Police (111) or Oranga Tamariki (0508 FAMILY)

**AND**

Contact the RNZPBA Conduct Panel Advise them of your concern and action taken i.e. if you have already contacted Police or Oranga Tamariki

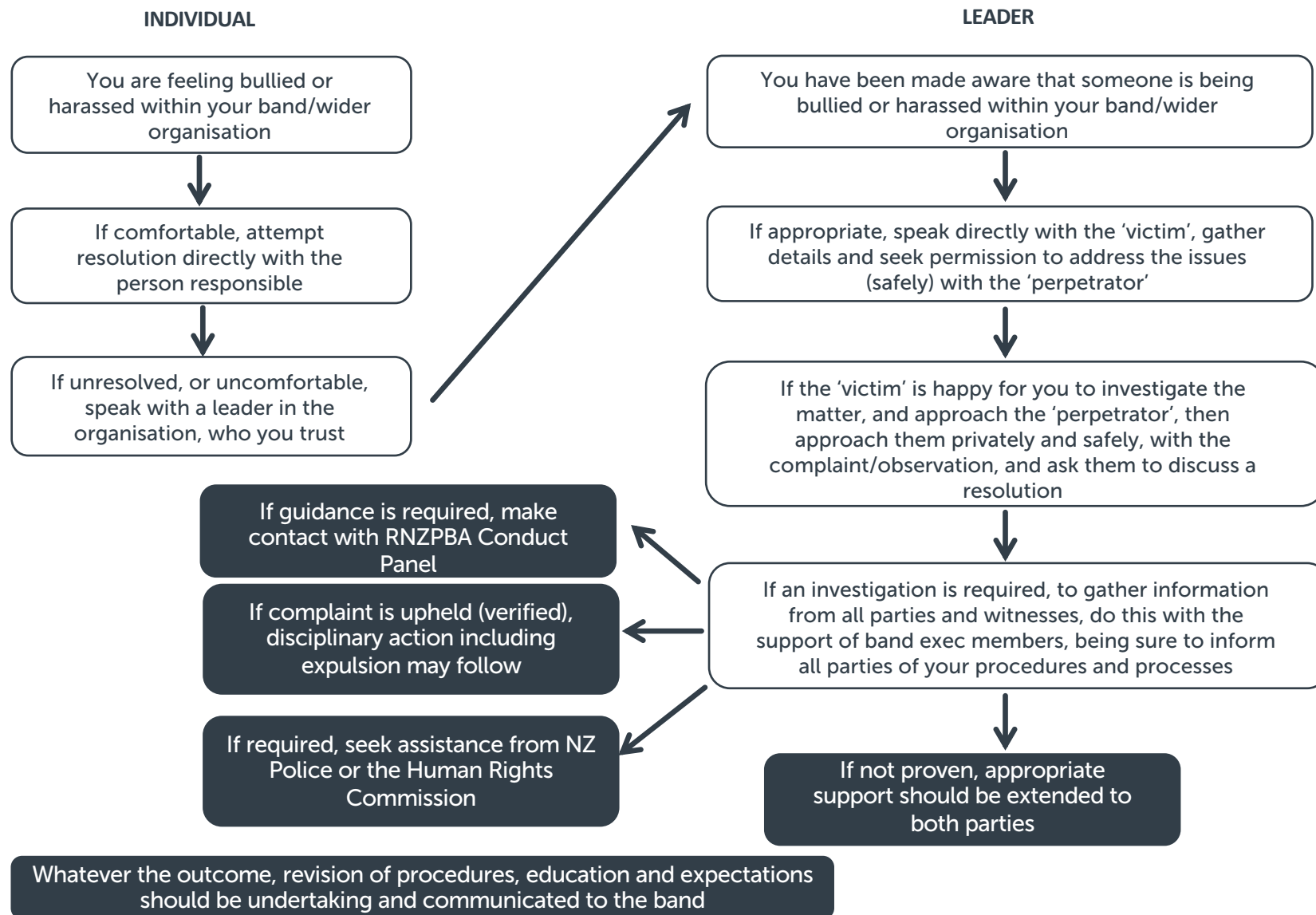
**NO**

Do you have concerns that a vulnerable person may be dealing with a form of abuse?

**YES**



# Flowchart for suspected or reported bullying or harassment





# Child Abuse Important Terms

This section explains the common terminology used in child protection.

The Children, Young Persons and their Families Act, 1989, defines child abuse as

**"...the harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person".**

The following definitions give context to the four types of abuse or neglect of a young person.

**Physical abuse** is a non-accidental act on a young person that results in physical harm or the fabrication or inducement of illness.

**Emotional abuse** is the persistent emotional ill-treatment of a young person such as to cause a severe and persistent adverse effect on the young person's emotional development.

**Sexual Abuse** involves forcing or enticing a young person to take part in sexual activities of any kind. Sexual abuse occurs solely because of behaviours or decisions made by the person abusing and not because of any particular quality of a young person. A sexual relationship between an adult and a young person will always be wrong, unequal and unacceptable.

**Neglect** is the persistent failure or lack of action to meet a young person's basic physical and/or psychological needs, causing long-term serious harm to the young person's health or development.



# What is Bullying?

Whether bullying is physical, verbal, or social (relational), four widely-accepted factors can be used to identify it:

- Bullying is **deliberate** – intentionally causing physical and / or psychological harm to another person.
- Bullying involves a **power imbalance** – an actual (or perceived) unequal relationship between those being bullied and those who bully. For example, due to physical size, age, gender, social status or digital capability and access.
- Bullying is usually not a one-off – it is **repeated** over time, with the threat of further incidents leading to fear and anxiety. People may bully one person many times, or different people each time.
- Bullying is **harmful** – there is short or long-term physical or psychological harm to the target (eg, as a result of coercion or intimidation).

## When it's not bullying

Bullying is one particular form of aggressive behaviour. Not all verbal or physical aggression is bullying. For example, if a person offends someone by making unintentionally sexist or racist remarks, it is not bullying

## Is it bullying, fighting or hassling?

Often the term bullying gets used to describe other behaviour, such as hassling between friends which sometimes can go a bit far, or an aggressive reaction from a person who has been involuntarily provoked by another.