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### A. Purpose

- a. This procedure is to ensure that all pupils receive the highest possible standard of care

### B. Procedures

#### 1. General Code of Practice

- a. All full time, part time and relieving staff of Christchurch South Intermediate School are responsible for the care and protection of pupils and will act in the way a responsible parent in a similar setting to the school would be expected to act.
- b. All full time and part time staff will be made aware of these procedures.
- c. All staff will:
  - i) present as good role models in all their dealings with students. Pupils learn by observing the way people around them behave.
  - ii) be supportive and non-abusive in their management of students.
  - iii) use language that could not be considered from the child's point of view, intimidating, threatening, demeaning or sexually suggestive.

- iv) follow the school's code of conduct and the "South Way" in all dealings with students, other staff and parents.
- d. Staff will support one another in preventing situations where abuse to students or staff could occur

**2. Responsibilities to and for children**

- a. The prime responsibility for the welfare and pastoral care of students rests with the students' home room teacher.
- b. The teacher is expected to take an active interest in the children's welfare and be vigilant and proactive in ensuring the students' emotional, social and physical well-being.
- c. The teacher has a responsibility to keep parents informed of any issues or concerns regarding, and any significant incidents involving, the student.
- d. If a teacher has serious concerns for the welfare of a student he/she must immediately inform the principal or a senior member of staff.
- e. Staff members may make referrals to child protection agencies where they have serious concerns for a pupils' welfare. See Procedure 6.02 – Child Abuse/Care and Protection regarding referral to child protection agencies.

**3. Prevention of abuse**

- a. The school curriculum will include topics to increase children's knowledge and understanding of issues related to their welfare, and the prevention of abuse
- b. Keeping safe, self esteem, choices and consequences (including DARE when available) units will be taught as part of the Health Syllabus to increase children's assertive skills in dealing with uncomfortable situations, and to help raise teachers' consciousness of the issues.
- c. Individual profiles of children include observations on social development.
- d. Keeping in mind children's welfare is paramount. Parents should be consulted about changes in behaviour to try to identify a reason.

**4. Suspected child abuse**

Refer to Procedure 6.02 – Child Abuse/Care and Protection

**5. Complaints against staff involving sexual abuse**

- a. Once a helping agency (eg Police, Ministry of Education, NZSTA) is involved the following procedures will be followed and will be in line with those set out in the Teachers Collective Contract re Complaints Against Teachers.
- b. The Principal will inform the Chair of the Board of Trustees.
- c. Both will then inform the staff member who will be advised to seek legal and/or union representation.
- d. The school will inform the union.
- e. The school will consider seeking legal advice and inform their insurers
- f. If the alleged conduct is deemed sufficiently serious suspension will be in line with Section 3.5 of the Teachers Collective Contract, once an investigation has begun. At this stage the rest of the staff will be informed.
- g. The school will inform the Education Council and commence mandatory reporting as necessary.
- h. Counsellors can be made available to any staff.
- i. The indicators for child abuse are listed in Section C of these procedures.
- j. Complaints received about former employees of the school must be reported immediately to the Educational Council.

**6. Professional Boundaries**

- a. Professional boundaries should be viewed in the following ways:
  - i) Emotional boundaries
    - Treating all students equally (eg not having “favourites”)
    - Recognising the role of a teacher is not to be a ‘friend’, ‘counsellor’, or ‘parent’
  - ii) Relationship boundaries
    - Remaining professional in behaviour (eg no flirting, teasing)
    - Any meetings outside of school should be for a valid reason, and with the authorisation of the professional leader and/or parent.
  - iii) Power boundaries
    - Not abusing authority (eg rewarding/punishing a student, etc)
  - iv) Financial boundaries
    - Gifts or rewards given to students are authorised
    - Gifts received from students are reported
  - v) Communication boundaries
    - Do not participate in discussions with students about personal and/or sexual matters
    - Only use social media to interact with students about relevant subject or school matters. It is strongly recommended that teachers set up a professional account to mitigate ambiguity between professional and personal life if they are to use social media.

**7. Being alone with a pupil**

- a. Staff should as far as practical avoid situations where they are alone with a student, including pupil monitors/helpers. This includes avoid transporting a student on their own (except in emergencies).
- b. Parents and caregivers will be advised that a student is receiving 1:1 learning such as literacy support.
- c. When a female student requires physical assistance with sanitary hygiene they should see a female staff member in the first instance.

**8. Guidance and support for inappropriate behaviour**

Refer to [Procedure 5.03 – Relationship Management](#)

**9. Physical contact**

- a. Teachers will avoid physical contact with children that could be interpreted as intimate, sexual, threatening or violent.
- b. Staff will use careful professional judgement regarding physical contact with students in assisting movement and safety in gymnastics or teaching, positioning skills in coaching sports or when dancing or teaching swimming.
- c. Staff should take care with students who have a very affectionate nature and who express themselves freely seeking close physical contact (for example hand holding, putting their arms around teachers and other students). Where the child's behaviour is considered to be inappropriate the matter will be discussed with the parents.

**10. Restraint of aggressive students**

- a. If a situation cannot be managed in any other way the adult will use minimum force to physically restrain the student and seek other staff / adult assistance.
- b. In all situations except situations where we are concerned for the safety of the child concerned, other pupils and/or staff members:
  - i) Staff will not forcibly manage children by dragging, pulling, or carrying against their will

- ii) When staff need take hold of children we will restrict our handling to, if necessary, firm holding by the wrist by one adult and firmly leading the child, as long as the child complies and does not vigorously resist.
  - c. Staff will seek to minimise the likelihood of having to manage crisis situations by:
    - i) Learning to identify the early signs that tension is building for a pupil
    - ii) Using strategies to defuse, distract, resolve those situations before they escalate to confrontations and/or violence
  - d. In situations where we are concerned for the safety of the pupil concerned, other pupils and/or staff members (including situations where running away has safety implications):
    - i) The teacher / teachers aide will call or send for help. Other staff members will treat such requests with the highest priority. Support can be asked for from the principal, deputy principals, and other adult staff members.
    - ii) If it can be managed with reasonable dignity we will escort the pupil by having 2 adults take one wrist firmly and escorting the child to a safe place such as the principal's office.
    - iii) If it's not possible to escort the child with dignity we will restrain the child in place, and the teacher will take the class away (to avoid the pupils being distressed by observing the incident).
  - e. After any incident requiring the above approaches teachers will as soon as possible after the event
    - i) Debrief the class to reduce the impact on them of witnessing the event
    - ii) Debrief the child – talk about what happened before the incident – how the child felt - what could have been done to avoid the crisis –staff attitude to having to restrain – staff wish to avoid that
    - iii) Debrief all staff involved to review:
      - the precursors to the incident – what triggered the event; what possible early signs were there; what could have been tried to resolve the situation
      - the strategy for managing the child – can we learn from the incident
    - iv) Complete a report of the incident which can be made available to parent(s) / caregiver(s) on request.

## **11. Interviews and Searches**

- a. Note that there is a difference between search and seizure related to dangerous and/or illegal items (to which this procedure relates), and search related to suspected theft which is covered in Section J4 of [Procedure 2.06 - School Administration and Management](#)
- b. The School Board is required by law to provide a place of safety and to protect its students from dangerous and/or illegal items or contraband.
- c. The school through its staff may in exceptional circumstances be required to search students and seize property that is dangerous or illegal.
- d. In addition to these procedures the MOE Education (Surrender, Retention and Search) Rules 2013 must be adhered to.  
<http://www.education.govt.nz/assets/Documents/School/Education-Surrender-Retention-and-Search-Rules-2013.pdf>
- e. Where a teacher has reasonable grounds to suspect that a student has brought into the school, property that is illegal or dangerous, he/she has the right in a reasonable manner to search that student's clothing or bag. Such search and seizures should be carried out in accordance with the following search and seizure procedure:

- i) A teacher has the right in the following circumstances to search a student, search bags, desks and clothing.
- ii) The teacher should try and obtain the student's consent before searching.
- iii) Before a search is carried out, it must be justified at inception and carried out in a reasonable manner. The teacher must have reasonable grounds for carrying out the search (the search must be based on reliable information, the quality of the information is important – for example rumour itself is insufficient).
- iv) Searches must be carried out with two or more teachers (one being a senior staff member) being present and where possible in privacy.
- v) The mechanics of searching and seizure are as follows:
  - The student should be advised of the reason for the search.
  - The student should be required to co-operate in the search.
  - If a student wishes to telephone his or her parent or guardian or legal advisor, then a reasonable opportunity should be allowed for that.
  - Effort should be made to contact the student's parent or guardian prior to the search proceeding. If this cannot be achieved then the parent or guardian will be advised after the search.
  - If the student violently opposes the search, the Police should be called.
- vi) Teachers should not search students based on a Police request to do so, or any organisation. If the Police have the suspicion, they have the general law in their favour and they should carry out the search.
- vii) There shall be no blanket searching of students unless there is an extremely serious threat to a person's safety.
- viii) There shall be no strip searching at all unless there is an extremely serious threat to a person's safety.

**12. Medical Conditions:**

- a. The administration of medicine is the responsibility of the student's parent, caregiver or doctor.
- b. The school will only administer medicine when it has been consulted by a parent or caregiver and has accepted responsibility. (Refer to Section C5 of Procedure 5.02 - Accidents, Incidents and Illness)

**13. First aid**

Refer to Procedure 5.02 – Accidents, Incidents and Illness

- a. All Staff members will be encouraged to have a basic level of training in first aid
- b. A comprehensive first aid kit will be kept in the medical cupboard.
- c. The office staff member responsible for first aid will have a current first aid certificate.
- d. All classroom teachers will be encouraged to have a current first aid certificate.
- e. All first aid care (apart from immediate support until a staff member arrives) is to be provided by staff members. Pupils are not to attend to or treat injuries.

**14. Children's concerns and complaints**

- a. Children's concerns and complaints are always to be received courteously and be given fair consideration and the benefit of the doubt. When assessing a situation staff members will try to see things from the child's point of view.
- b. Children will be encouraged to learn how to resolve their own interpersonal conflicts.

**15. Toileting**

- a. Only a classroom teacher or trained support staff such as teacher aides should toilet students.
- b. When a staff member is toileting a student at least one other staff member should be informed.

**16. Education Outside the Classroom**

Refer to Procedure 5.10 – Activities Away from School (EOTC)

Refer to Procedure 3.01 Staff Appointments and Induction for important information about police vetting requirements for volunteers and contractors.

- a. The principal will ensure that preparation for events outside the classroom includes clear information to parents, caregivers and students regarding supervision, medical treatment, sleeping arrangements, and washing / bathing arrangements.
- b. Parent helpers will be informed of their responsibilities and how to handle situations so that their integrity is not compromised. This will include ensuring that:
  - i) whatever the situation an adult is not alone with a student. (An exception would be in an emergency when someone has gone for help).
  - ii) inappropriate contact with children is avoided
  - iii) inappropriate language is avoided
  - iv) appropriate role models are presented at all times.

**17. Travelling in cars on school activities**

- a. When cars are used for transport for school activities teachers are responsible for ensuring that:
  - i) The driver has a current unrestricted drivers' licence appropriate for the vehicle being used
  - ii) The vehicle has a current registration and warrant of fitness
  - iii) The driver must ensure that all passengers wear seat belts where they are fitted.
  - iv) A maximum of three children can travel in the back seat.
  - v) Children must not share seat belts.
  - vi) The driver is responsible for the safety of children as they get out of the car. Children must always get out on the footpath side of the car.

**18. Harmful Substances**

- a. Any student
  - i) using, possessing or under the influence of harmful drugs, alcohol or solvents, or
  - ii) smoking or possessing cigarettes, cigars, and/or tobaccoat any time while under the school's jurisdiction is to be referred to the principal, and may be stood down or suspended. Refer to Sections H5, 6 and 7 of Procedure 2.06 - School Administration and Management
- b. In all circumstances parents and caregivers will be notified as well as appropriate authorities.
- c. Any student caught in possession of or under the influence of any of the substances above will be given appropriate support and guidance that will be negotiated with the family/guardian.
- d. A second offence will be considered as continual disobedience and may result in suspension.

**19. Complaints of unacceptable behaviour by staff**

Refer to Procedure 2.09 – Communications and Complaints

- a. Members of staff have a professional responsibility to report to the Principal, Deputy Principal's or NZEI / PPTA networks, allegations of indecency or abuse and any other unprofessional conduct (for teachers, as per the NZEI Code of Ethics) by another staff member.
- b. Unprofessional behaviour towards students by staff may involve action being taken in accordance with the complaints and disciplinary procedures contained in the relevant collective employment contract.
- c. Serious misconduct may lead to suspension or instant dismissal and/or police investigation.

**20. Requests for Personal Information**

- a. Christchurch South Intermediate School will not disclose personal information that it holds about any individual to any person, body or agency unless one of the exceptions in Principle 11 of the Information Privacy Principles applies.  
Refer to Procedure 2.05 - Privacy

**21. Sexual harassment**

Refer to Procedure 5.07 - Harassment

- a. There is a separate procedure relating to the reporting to the principal, other senior staff or NZEI / PPTA networks, of allegations of indecency or abuse and any other unprofessional conduct (in the case of teachers in terms of the NZEI Code of Ethics) by a staff member.

**22. Non-custodial parents**

- a. Refer also to Section D4 of Procedure 1.07 - Classroom Administration and Management for further information about non-custodial parents.
- b. At entry details of custody and access is required and this information is noted on the enrolment form. Details are noted in the Student Management System under "Sensitive"
- c. Biannually a request for an update of emergency details, phone numbers, addresses, medical, and custody will be sent home. Parents will be informed through the school newsletter.
- d. Teachers and support staff will be informed of custody arrangements where they exist. Staff will ensure Privacy Act requirements are adhered to.
- e. In the event of an adult who doesn't have access or custody rights coming to pick up a child,
  - i) The school will act to protect the child and ensure the safety of all others
  - ii) If the adult comes to the class, the Principal should be sent for immediately. If possible the adult should be sent to the office. Someone from the management team should be called for if the Principal is unavailable.
  - iii) The child may be sent to a place of safety such as the office or a neighbouring classroom.
  - iv) The Principal or Teacher may deny this adult access until verification from the custodial parent is sought. If this can not be confirmed then access will not be given. In some circumstances the police may be called.
  - v) A written record of events will be maintained and any events reported to staff and Board of Trustees.
- f. Where requested, pupil reports and school newsletters will be sent to non-custodial parents.
- g. If necessary any relieving teachers will also be made aware of the schools procedure in the event of a non-custodial adult arriving.

**C. Indicators of Child Abuse****23. Types of child abuse are:**

- a. **Physical Neglect**  
The child is not given proper food, clothing, shelter, medical attention or supervision to the extent that there is serious risk to health and/or safety of that child
- b. **Emotional Neglect**  
(This is very hard to define and detect).  
It is often the case that the child is only ever criticised, always told that it is stupid, naughty or the cause of all the family's problems.
- c. **Physical Abuse**  
Where injuries are not caused by accident
- d. **Sexual Abuse**  
This includes all situations where a parent, caregiver or other person involves a child in sexual activity. This can range from touching through to penetration or even the death of the victim.

**24. Indicators of sexual abuse in a child:**

- a. Physical injury
- b. Signs of physical illness, possibly related to genital or urinary functions, headaches or upset stomach
- c. Becomes unusually fussy
- d. Washes frequently
- e. Refuses her/his favourite food; or an older child may suddenly refuse food
- f. An unusual fear of strangers
- g. Sudden extreme shyness
- h. Lack of enjoyment of favoured pastimes, TV programmes and activities
- i. Clinging to parents or extreme fear of being left alone
- j. Difficulty going to sleep
- k. Sudden fear of the dark
- l. Nightmares
- m. Bedwetting
- n. Return to earlier forms of behaviour or skills
- o. Changes in school behaviour
- p. Loss of child's sense of security
- q. Unable to adjust to the normal schedule
- r. Showing loss of memory, sometimes appearing preoccupied or troubled
- s. Depression
- t. Advanced sexual behaviour
- u. Acting out the sexual abuse with playmates
- v. Suicidal tendencies
- w. Alcohol and drug abuse
- x. Running away
- y. Increased irritability and angry outbursts
- z. Pseudo-maturity, taking over parental responsibilities (*usually associated with incest*).
- aa. Prostitution

**This procedure is reviewed as part of the Christchurch South Intermediate School Board of Trustees' programme of review.**