



KEEPING THEM SAFE



A POLICY FOR THE PROTECTION OF CHILDREN AND YOUNG PEOPLE AND THOSE WITH DESIGNATED RESPONSIBILITY FOR THEM

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Section 1

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FOREWORD

BISHOP PETER

The Church of our Lord Jesus Christ is a place of healing and wholeness. For many it is a place where they experience the unconditional love of God for the very first time. Unfortunately the Church can also be a magnet for people who wish to bring harm to others and who can be quite threatening. It is our responsibility as a Diocese to welcome all people in the name of Christ while also keeping safe the vulnerable, the lost and the lonely. To do this we have a number of systems and trainings in the Diocese of Christchurch to help parishes and ministry units provide safe and secure environments in which God and human community can be encountered and enjoyed. Thank you for taking seriously the responsibility of being both a disciple of Christ and one who helps others in their Christian walk.

In Christ's love,

+Peter



INTRODUCTION

The Anglican Diocese of Christchurch is committed to the safety of all people within the church.

Christ valued children and urged his followers to do the same.

“If anyone should cause one of these little ones to lose their faith in me, it would be better for that person to have a large millstone tied around their neck and be drowned in the deep sea.” Matthew 18:6

“See that you don’t despise any of these little ones. Their angels in heaven, I tell you, are always in the presence of my Father in heaven.” Matthew 18:10

This resource specifically addresses the safety of children and young people and those who work with them.

It is of paramount importance that our ministry to children and young people does not compromise their safety in any way. It is also essential that workers, whether paid or unpaid, are not put at risk through unsafe practices. Hence the following protocols, resources, forms and templates have been developed.

RATIONALE

The Anglican Diocese of Christchurch requires that:

1. a safe environment is provided for the spiritual, physical, intellectual and emotional well-being of children and young people and that they are treated with dignity and respect,
2. those with responsibility for children and young people provide their service with integrity in a safe and professional manner,
3. those with responsibility for children and young people are provided with appropriate conditions, guidance, instruction, training and supervision to ensure best practice standards so that the service provided is above reproach.

PURPOSE

The purpose of this resource is to:

- a. promote the safety of children and young people and also the safety of people with responsibility for children and young people
- b. provide safety guidelines, procedures and a resource base for ministry units engaged in children's/young people's ministries
- c. define the roles and responsibility of the Vestry and Health and Safety Champion in each parish/ministry unit, including the Children and Young People's Safety Officer (CYPSO) in each parish/ministry unit and the assistance that may be offered to them by various local resource people and/or Diocesan staff.

OUR BELIEFS

The Diocese of Christchurch believes that when this policy is implemented:

1. the safety of children and young people will be more assured
2. workers can be confident their practice is consistent with best practice standards
3. the community can have confidence that the church is taking its responsibilities seriously.

DEFINITIONS:

For the purpose of this document the following definitions shall apply, unless stated otherwise:

Classification of Persons:

Child	Any person under the age of 14 years
Young person	Any person aged 14 to 18
People with responsibility for children and young people	Any person who has designated responsibility over children and/or young people in a parish/ministry unit in the Diocese. It may refer to clergy, paid employees, or unpaid volunteers, including but not limited to leaders, teachers and assistants.
Caregiver	Means the parent, guardian or caregiver who has the day to day responsibility for a child or young person.

Classifications of Responsibility:

Leader	<p>Involves oversight for an area of ministry, for example:</p> <ul style="list-style-type: none"> ◆ Sunday school/children’s church ◆ Crèche ◆ Youth group ◆ Camp ◆ Holiday Programme <p>NB: If employed in either a full-time or half-time capacity, the Diocese requires such people to hold a Bishop’s license.</p>
Assistants	<ul style="list-style-type: none"> ◆ Teachers and other rostered helpers for any children’s or youth activity or programme.
Special events workers	<p>Those invited to present a specific programme, for example:</p> <ul style="list-style-type: none"> ◆ Visiting speakers ◆ Performers ◆ Instructors
Helpers	<p>People from the parish/ministry unit or elsewhere who may be called upon from time to time to assist for a special purpose (e.g. driver) or to cover for a regular worker who is absent.</p>

- Note 1. The term “worker” is used to cover all persons with designated responsibility for children or young people, whether that person is a leader, an assistant, a special events worker or a helper*
- Note 2. These workers may be paid or volunteers*
- Note 3. Note that the CYP SO cannot be a Leader or an Assistant, however they could fill in as a Helper from time to time.*

CHILDREN AND YOUNG PERSONS SAFETY IN THE PARISH:

The Vestry of each parish/ministry unit is responsible for the safety of any children and young people they work with. It is vital that these parish leaders, as well as the Vestry's Health and Safety Champion, regard themselves as responsible, along with any appointed Children and Young People's Safety Officer (CYPSO).

Joint responsibility, along with clearly designated lines of reporting and accountability, ensure that a CYPSO does not work in isolation, and encourages a shared, positive attitude towards safety in the parish/ministry unit. They should report directly to the Health and Safety Champion on the Vestry.

Vestries are strongly advised to initiate a regular time slot at their meeting for Children and Young People's safety matters, managed by their Health and Safety Champion. This encourages all members of Vestry and parish leaders to regard these matters as important so that they become a normal part of discussions, and parish/ministry unit functioning. This does not mean the CYPSO has to attend all Vestry meetings or create monthly reports unless necessary or requested for a particular reason. A twice yearly report to the Vestry is expected.

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CYPSO Role description

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CYPSO Training

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CYPSO ROLE DISCRIPTION:

The Parish/Ministry Unit's Children and Young People's Safety Officer (CYPSO):

The Vestry of each parish/ministry unit engaged in work with children and young people shall appoint a Children and Young People's Safety Officer (CYPSO) from their parish or ministry unit. They do not need to be a member of Vestry.
**see note below*

PLEASE NOTE: This person MUST NOT BE the children/young people's Ministry Leader or Youth Worker.

When appointing the CYPSO, two references shall be obtained and police vetting undertaken. (The Vestry shall appoint someone to obtain and check forms as outlined in the Police Vetting section, section 7 pg 85) Where possible, the CYPSO should have experience in working with children and/or young people.

The role of the CYPSO is to ensure the implementation of this document in the Parish/Ministry Unit including:

- ◆ **Attending Diocesan training** on this policy i.e. Keeping them Safe - if you have not had training please contact email below.
- ◆ **Providing safety guidance** of all people with responsibility for children and young people in their ministry unit.
- ◆ **Along with Vestry, ensuring the use** of and adherence to all appropriate safety policies.
- ◆ **Ensure that correct screening procedures** (police vetting, referee check and interviews etc.) for all people with responsibility for children and young people.
- ◆ **Present Safety Report to the Vestry** when requested or arranged in your parish, but not necessarily attending meetings. For most situations, they can probably report via the Health and Safety Champion.

(Note to writers: Changes above may need to be cross-referenced to Vestry/leadership team rather than just the CYPSO)

**The Diocese provides support staff for CYPSO's,
through liaison and training with the
Diocesan CYPSO Co-ordinator
Contact details hascypso@anglicanlife.org.nz,
or Ph 033486960**

** In some situations, the CYPSO and Health and Safety Champion could be the same person, and would therefore be a member of Vestry.*

Training

◆CYP SO's will be provided with a support and training program from the Diocesan CYP SO Coordinator. From time to time other specialised training evenings (e.g. Child Abuse Policy, relevant legislation, policy writing etc.) will be run by the Diocese.

◆Training for Leaders in the Parish: The Diocesan CYP SO Coordinator can assist with the safety training of those working with children and young people in their parishes and ministry units as required.

Diocesan CYP SO Co-ordinator
Contact details hascypso@anglicanlife.org.nz,
or Ph 033486960

Section 3
CYPSO start of the year

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Checklists

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CYPSO's Start to the Year

Start your year with Safety! You can assist your children's and young persons' leaders with this.

1. Enrolment Forms for all Children and Young People: Make sure a roll of all groups and children attending them, is kept

You must ensure that every child and young person attending a group in your parish, has a completed **Enrolment Form** that includes basic personal details including emergency contact numbers, any relevant medical/health information, especially details of allergies or medication.

2. Other communication with caregivers: how are your leaders going to maintain communication with parents and caregivers over the course of the year? Make sure there is an agreed system that is inclusive and reliable, whether it is by text, email, phone or mail, or a combination of all of them. **You may want to consider producing your own parent handout to include some basic safety information.**

3. Transport forms including permission for each child to travel with another adult, and an assurance from parents about their cars are safe for transporting children other than their own, should be completed. These are then available for the year, unless there are obvious updates necessary, for new families, or change of circumstances.

4. First Aid forms give details of First Aid Certificates, and any other skills that may be useful in a Children's Ministry setting.

5. Blanket permission for Level 1 trips and activities are also included here. This means that provided you have covered all of the simple safety checks, parent permission doesn't need to be sought for every little event.

6. Vetting and Safety Checks: Vetting and Police checks for all Leaders and Helpers must be up-to-date, and the start of the year is a good time to check this process. Please see the following section which has full details of the process, as well as how to obtain the forms.

All of the forms needed (apart from the Vetting section), are included in this section, as well as in the Forms Section later in this resource.

Checklist for CYPsOs's

Beginning the New Year:

Date	Task	Yes/No	Comments e.g. people to follow up
	Police vetting forms received from leaders if due for renewal		
	Knowledge of safety systems required by their Vestry; records, accountability, reporting etc		
	Leaders have established communication system with parents		
	Check that leaders have appropriate adult assistants		
	Check all leaders have enrolment/child & parent information needed		
	Check all leaders have access to forms they need		
	Leaders needing training or assistance		

Checklist for Leaders

Beginning the New Year:

Date	Task	Yes/No	Comments e.g. people to follow up
	Vetting form handed in to CYPPO if needing renewal		
	Simple communication system set up with all parents		
	Have enrolment/information forms for each family		
	Knowledge of forms for outings, risk etc, and can use them easily		
	Knowledge of accountability required for outings, activities		
	Support from CYPPO available; e.g. Training or assistance available if needed		

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SECTION FOUR: BEST PRACTICE GUIDELINES AND TEMPLATES FOR POLICIES

This section addresses best practice standards regarding the safety of children and young people and people with responsibility for them. Much of it falls in the category of common sense and positive role modelling.

The following **check list and policy templates** are provided to raise awareness and are to be used as a basis for **developing other policy statements** and programmes appropriate to your parish/ministry unit.

These Guidelines address best practice standards regarding the safety of children in any Parish. They will be most effective when:

1. The relevant people in your parish are trained in these matters.
2. Your CYP SO and other leaders in your parish take an active role in ensuring these standards are maintained.
3. Your parish reviews their guidelines regularly, and updates them or makes changes to them so that they are appropriate for your families and community.

This list is not exhaustive and not everything on this list will be relevant to your situation. The age of the children/young people concerned will also need to be taken into consideration.

If you run **Children's ministries** we recommend you start with the following:

- Child Abuse (mandatory)
- Behaviour
- Babies and Pre-schoolers
- Communication with Caregivers
- Health and Safety (including Evacuation Procedures)

If you run **Youth ministries** we recommend you start with the following:

- Child Abuse (mandatory)
- Personal Safety
- Transport
- Health and Safety (Risk Management and Evacuation Procedures)
- Camps/Overnighters

Template for Best Practice to ensure the Safety of Young Children (Under 5)

in the Parish of

These Guidelines address best practice standards regarding the safety of children in our Parish. They will be most effective when:

- ◆The relevant people in your parish are trained in these matters.
- ◆Your CYP SO and other leaders in your parish take an active role in ensuring these standards are maintained.
- ◆Your parish reviews these guidelines regularly, and updates them or makes changes to them so that they are appropriate for your families and community.

Who does this information apply to?	Any group in our parish with children and/or family situations working with children who are under 5 years old.
Under 5 year old Children's requirements	<p>Small children require special attention in a church or church hall setting:</p> <ol style="list-style-type: none"> 1. Because they are small, they can be bumped, tripped over or lost, especially in larger groups. 2. Once walking, they can move quickly and not think of common dangers. They are explorers and need to be watched. 3. Often in church and community situations, small children are left in the care of older children, and this can increase risk. 4. A range of equipment and toys can be on hand in a multi-purpose building such as a church or church hall. Supervise children around all equipment, particularly: gates, electrical equipment, plugs, hot surfaces, heaters, toys, windows, doors, etc.
Ratios for organized groups	<p>Under 2's - ratio of 1:3 2 - 3 yr olds - ratio of 1:5 4 - 5 yr olds - ratio of 1:6</p>

<p>Parents participating in organized groups</p>	<ol style="list-style-type: none"> 1. All adults participating need to have Police Vetting check done once every 3 years. 2. Adults with responsibility for the group can only be appointed after an appropriate interview is held and references checked. 3. Parents may tend to their own child or children and may need reminders to be vigilant around all children. 4. Remember the legal requirement for supervisors to be at least 14 years of age, although Child, Youth and Family recommend 16 years. Young helpers are best supervised by an adult. 5. Ensure children without an adult present, are re-united with the correct parent or caregiver at the end of a session.
<p>Entrance and Exit Doors</p>	<ol style="list-style-type: none"> 1. Ensure these are kept closed, as well as being monitored, as children may have some freedom of movement during any session. 2. Ensure access to the outdoors, especially carparks or nearby streets and roads, are supervised. 3. Encourage care givers to hold hands with, or carry young children leaving a building.
<p>Other potentially dangerous areas</p>	<ol style="list-style-type: none"> 1. Kitchens can be dangerous areas for small children. Only allow supervised access. 2. Cleaning areas, bathrooms, tool sheds and other cupboards may store dangerous chemicals or sharp tools etc. Keep locked or ensure handles are up high.
<p>Older Children and Under 5's</p>	<p>It is natural for older children to enjoy playing with younger children, however some care needs to be taken:</p> <ol style="list-style-type: none"> 1. Adult supervision should always be available. 2. The activities of the older children may be dangerous or too rough for young children and may need monitoring.

	<ol style="list-style-type: none">3. Language and behaviour of older children may need altering to be suitable for young children.
Separate care of Under 5's, e.g. Church creche	<ol style="list-style-type: none">1. Ensure any adults running such facilities have up-to-date Police Vetting.2. Check the room is suitable – see points above regarding equipment safety, and room safety.3. Ensure no child is left unattended at any time.

**Template for
First Aid Safety for all Children and Young People
in the Parish of**

<p>Who does this information apply to?</p>	<p>Any group meeting in our parish buildings with children and/or young people who may need first aid assistance at any time.</p> <p>For events outside the parish boundaries, see separate template.</p>
<p>In Parish Buildings: Ensuring First Aid assistance is available helps keep children and young people safe.</p>	<p>First Aid Assistance <i>MUST</i> be available:</p> <ol style="list-style-type: none"> 1. A designated First Aider must be available if children and young people are involved in activities where their parents are not present. A Level 1 First Aid Certificate is sufficient. 2. If parents/caregivers are present, responsibility should be handed over to them. 3. Landline or Mobile Phone communication must be available in case emergency services or parent/caregiver contact is required. 4. Ensure all adults present understand basic First Aid rules involving body fluids, blood etc. 5. Ensure a comprehensive First Aid kit is on hand, and adults know its whereabouts.
<p>Promote Health and Wellbeing at all times</p>	<ol style="list-style-type: none"> 1. Promote hand washing and hygiene during activities, especially before eating and after going to the toilet.

	<ol style="list-style-type: none"> 2. Communication with parents: <ol style="list-style-type: none"> a. Ensure enrolment information includes information about children’s general health and wellbeing, such as allergies, food intolerance, medical conditions, medication etc b. Encourage communication around recent illness to avoid spread of illness. c. Ensure communication about activities fully informs parents if physical activities are to take place.
When an Incident Occurs	<ol style="list-style-type: none"> 1. Get the appropriate medical assistance immediately 2. Inform parents/caregivers 3. Ensure an Incident Report is completed 4. Review and evaluate what happened and make plans to improve procedures if appropriate.
Outside Parish Buildings	<p>Medical and Safety forms completed First aid requirements of adult supervisors Knowledge and Requirements of external providers</p>

Policy for Dealing with Suspected or Alleged Child Abuse

The provisions of the Children Young Persons and their Families Act 1989 are acknowledged.

Definition

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

(Child: under 14 years. Young Person 14-17 years)

Section 2, Children, Young Persons and their Families Act 1989.

Rationale

The Anglican Diocese of Christchurch requires that a safe environment be provided for the spiritual, physical, emotional and intellectual wellbeing of children and young people that ensures they are treated with dignity and respect.

Purpose

1. To ensure the safety of children and young people is paramount.
Paramountcy Principle, Section 6, CYP&F Act 1989 – see Section 8
Additional useful information
2. To provide procedures for dealing with all cases of suspected or alleged abuse and/or neglect.

Guidelines

Seeking advice and reporting:

- ◆ Where a worker or other person suspect's child abuse or has child abuse disclosed to them they shall follow the procedures outlined below.
- ◆ The same procedures should be followed where a worker or any person has abuse reported to them relating to a child or young person who is not a participant in the group programme.

Notes:

1. *Reporting suspected child abuse is voluntary under New Zealand law. However the Anglican Diocese of Christchurch and the United Nations Convention on the Rights of the Child (UNCROC) requires that all necessary steps should be taken to keep children and young people safe from abuse.*
2. *Under section 15 of the Oranga Tamariki Act people may report directly to a Social Worker or the Police.*
3. *Section 16 of the Act provides protection from prosecution for people making a report in good faith.*

Managing reporting:

- ◆ It will be the responsibility of the parish/ministry unit's Children and Young People's Safety Officer(CYPSO) to manage the process in consultation with another person for example, the Vicar, Vicar's Warden, the children/young people's worker or their supervisor (as appropriate, excluding the alleged offender). It is important these decisions are not made in isolation.
- ◆ Where the CYPSO is implicated the Vicar shall have the management responsibility in consultation with another person as above.

Ensuring the safety of the child:

- ◆ The first consideration will be to ensure the immediate safety of the child.

Informing parents:

- ◆ Decisions to inform parents (If the parents are implicated) about suspected or alleged abuse will be made only after consultation between the parish/ministry unit and the statutory agency involved: Oranga Tamariki or Police.

Confronting the suspected or alleged offender:

- ◆ No person shall confront any person identified as allegedly responsible for abuse. This is the role of the statutory agency involved.

Ensuring confidentiality/privacy:

- ◆ To protect the victim(s), the alleged offender and the integrity of the investigation, it is important to ensure that issues are kept as confidential as possible.
- ◆ Where there is a serious or imminent threat to personal or public safety, workers are entitled to disclose confidential information. In such cases workers will inform the child/young person of any information divulged to a third party in a way that is appropriate for the child/young person's age and maturity.
- ◆ Personal details will be disclosed only to **those who need to know**, usually Oranga Tamariki, Police, people with responsibility for children and young people and/or a supervisor.
- ◆ Storage of information: Information should be stored securely for at least the duration of any investigation and legal proceedings. Advice should be sought from the Office of the Privacy Commissioner (0800 803 909).

Supporting those involved:

- ◆ The parish/ministry unit shall ensure, support is provided to all parties involved in the reporting process and to any others, e.g. workers, as needed.
- ◆ The parish/ministry unit shall seek advice relating to support from Oranga Tamariki, the Police, and ACC Counselling.
- ◆ It is advisable for the parish/ministry unit to contact the Diocesan Monitor to discuss appropriate management of the process. This is compulsory where the alleged offender is an ordained person or holds a Bishop's Licence.

Withdrawing workers:

◆ When any lay person with responsibility for children and young people is suspected of or alleged to have abused a child or young person that person will be suspended from their position of responsibility for the duration of the investigation. Their further involvement would need to be decided upon by the vestry in consultation with the Diocesan Monitoring Committee. Such a decision is to be made after the completion of any investigation. Care must be taken to ensure that the legal process is not hindered in any way.

◆ When an ordained person is suspected of or alleged to have abused a child or young person the Diocesan Monitor shall be informed as soon as practicable. The Monitor will invoke the Diocesan statute entitled *The Ethical Conduct and Complaints Procedures of the Diocese of Christchurch Statute* contained in the Diocesan Regulations Blue Book.

Training:

◆ The parish/ministry unit shall ensure workers are trained to implement this policy.

◆ The Diocese shall ensure appropriate training is provided at least annually to equip workers to implement this policy.

Procedures

1. Respond appropriately:

A.	Listen:	<ul style="list-style-type: none"> ◆ Do not put words into a child's mouth ◆ Allow them to tell only as much as they want ◆ Ensure the child's immediate safety. ◆ Write down exactly what the child/young person has told you.
B.	Let them know:	<ul style="list-style-type: none"> ◆ ...you're glad they told you ◆ ...you're sorry it happened ◆ ...it's not their fault ◆ ...you'll help.
C.	Do not:	<ul style="list-style-type: none"> ◆ ... over-react/panic or ask leading questions ◆ ... promise a child you will not tell anybody.

Note: It is most important to reassure the child, thank them for telling you, and let them know you will get help.

2. Document:

◆ Record the dates, details and anything said by yourself and the child, using as far as is possible the exact words of the child and yourself.

◆ Complete the notification form on pages 80-81, entitled **Care & Protection Documentation (Disclosure) Form**.

◆ This can be scanned/faxed to Oranga Tamariki or the police and then stored securely for the duration of the investigation.

3. Inform:

◆ Inform the Children and Young People's Safety Officer or the Vicar (excluding the alleged offender) who will manage the steps outlined in 3,4,5,6, and 7.

◆ This person shall consult with another person for example, the Health and Safety Champion, the Vicar, Vicar's Warden, the children/young people's worker or their supervisor, as appropriate, excluding the alleged offender.

◆ If unavailable, seek advice directly from Oranga Tamariki or the Police.

4. Seek Advice:

Seek advice from Oranga Tamariki or the Police to determine the appropriate course of action regarding the child's safety. Phone 0508 Family (0508 326 459) this number can be called for any kind of advice regarding the situation.

5. Take further action based on the Agency's advice:

Report the alleged abuse to the appropriate agency based on advice given by Oranga Tamariki or the police. Once an agency is involved the agency will investigate and parish/ministry unit will act on the advice from the agency.

6. Support:

Seek support for the child or young person and the person who took the disclosure from the agency involved. A safety plan for a worker who takes the disclosure from a child may need to be devised. (See sample Documents)

7. Inform Diocesan Monitor:

Inform the Diocesan Monitor of the allegation against any ordained person or any person who holds a Bishop's Licence who is suspected of or alleged to have abused a child or young person, as soon as is practicable (by the next working day).

WHAT HAPPENED TO CHILD AFTER DISCLOSURE? _____

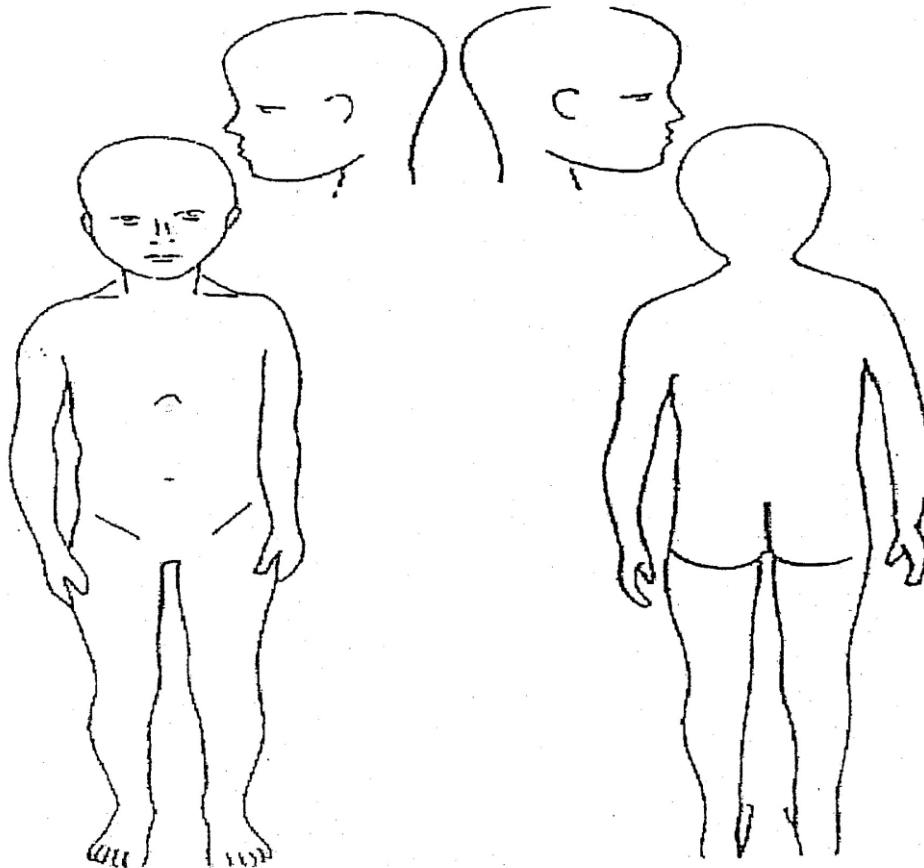
PLAN: _____

PERSON WHO CHILD TOLD: NAME _____

PHONE: _____ SIGNATURE: _____

AGENCY REFERRED TO: _____ PHONE: _____ FAX: _____

AGENCY CONTACT
PERSON: _____ DATE: _____ TIME: _____



Template for Acceptable Behaviour and the Prevention of Bullying for all Children and Young People

in the Parish of

The first part of this Policy deals with Standards of Behaviour, while the second part describes Bullying, and suggests ways to try to have an environment that is free from bullying. Cyber safety guidelines are included at the end of this policy.

<p>Who does this information apply to?</p>	<p>Any children, young people and adults meeting together in our parish, or meeting as a group under the auspices of our parish at any other venue.</p>
<p>Standards of Behaviour:</p>	<p>We expect that:</p> <ol style="list-style-type: none"> 1. All children, parents, caregivers and their adult supervisors will show respect for one another. 2. Adult supervisors are responsible for helping all group members to understand the agreed standard of behaviour or rules. These may be verbally agreed. 3. Behaviour agreements or rules need to be printed out, clearly displayed and referred to or reinforced.
<p>Unacceptable Behaviour needs to be clearly described:</p>	<ol style="list-style-type: none"> 1. Minor incidents – everyone needs to be aware of the consequences of not cooperating with agreed rules. Repeated incidents also need to have an agreed consequence. (Not listening, shouting, cheeky responses, etc) 2. Major incidents – everyone needs to be aware of the consequences of not cooperating with agreed rules. (Bullying, Leaving the building or venue, hurting or harming others, intimidation, cultural harassment etc)

	3. It is important to note that Major incidents by nature, will have a serious consequence, and will be reported and followed up.
<p>Consequences of Unacceptable Behaviour</p> <p><i>Please note this list is not exhaustive and goes from minor to major possibilities</i></p>	<p>Each Parish needs to decide:</p> <ol style="list-style-type: none"> 1. Parents informed/phoned/discussion with leader, parents and child/children involved 2. Child sent home 3. Child not welcome back in the group (for a certain length of time?) 4. Restorative Justice meeting to talk amongst children/families about the problem 5. Police informed
Parent to other child relationships.	Adults in a role at the parish must abide by the above guidelines when dealing with other people's children.

Bullying

Bullying is deliberate, harmful behaviour that is often repeated, or continues over a period of time. It often involves a power imbalance and it is difficult for those being bullied to defend themselves.

Bullying takes place in the digital world too, through cyberbullying.

Each person in a group has a responsibility to notice bullying and to take action when they are aware of it happening. Bullying behaviour can be overt (directly and easily observed) or covert (indirectly and hidden or less easily observed).

A great deal of bullying is covert, with bullying behaviour rarely occurring in front of adults. If children are being bullied, they need to feel supported and know what to do.

Types of Bullying:	Examples
Physical	hitting, kicking, taking belongings, defacing a web page

Verbal	name calling; insults; racist, sexist, or homophobic remarks
Social/relational	spreading nasty stories, excluding from groups, making threats, stand over tactics
Cyberbullying – see section below	posting negative comments on social media, publishing or sending inappropriate messages or images, sending mean or intimidating texts and emails
What we will do to prevent Bullying	
<ol style="list-style-type: none"> 1. Ensure that all adults, (leaders and parents and caregivers), model positive relationships with all children in their groups. 2. Make sure that all children and adults understand the agreed acceptable standards of behavior that we have already discussed. 3. Reinforce to all children and adults that we all have a responsibility to notice any bullying and take action to end it. 4. Reinforce that there are consequences for unacceptable behavior on our groups. 	
Consequences for Bullying: to be decided in line with any consequences we have for other unacceptable behavior as outlined in our policy above.	

To effectively prevent and respond to bullying behaviour in our Parish we:

- ◆ create a safe, inclusive, and respectful environment
- ◆ provide guidelines for managing and dealing with bullying
- ◆ identify and acknowledge bullying/intimidating behaviour, including cyberbullying, and do not tolerate it
- ◆ deal with incidents of bullying through our behavior plan outlined above.

CYBERSAFETY

Ensuring the children and young people in our care are following positive, safe practices when they use their mobile phone or access the Internet, is also important in a parish setting. We want to make sure that they are competent, safe digital citizens.

What is digital citizenship?
NetSafe defines a digital citizen as:

Digital Citizenship can be understood as the skills, knowledge, and values required to be an effective, ethical and safe user of ICT.

The dictionary defines it as:

A person who develops the skills and knowledge to effectively use the Internet and other digital technology, especially in order to participate responsibly in social and civic activities:

In a parish setting, where children and young people have access to technology according to family rules, each parish or group needs to establish their own set of rules whilst in the group, they also need to ensure that unsafe practices, such as cyberbullying, do not occur.

If children and young people have free access to their own device while in your care, reinforce the following:

- ◆ we use technologies to participate in educational, social, and spiritual activities
- ◆ we use our technologies to relate to others in positive and meaningful ways
- ◆ we demonstrate honesty and integrity, and ethical behaviour in our use of ICT
- ◆ we respect the concepts of privacy and freedom of speech in a digital world
- ◆ we contribute to and actively promote the values of digital citizenship.

Consequences for Cyberbullying: to be decided in line with any consequences we have for other unacceptable behavior as outlined in our policy above.

◆ **netsafe.org.nz** is a New Zealand website promoting cyber-citizenship ideas and resources for all New Zealanders. This is a great resource if needed.

Template for Health, Safety and Welfare for all Children and Young People

in the Parish of

The First Aid Policy and the Emergency and Evacuation Procedures in your parish, also form a part of this policy.

Who does this information apply to?	Any children, young people and adults meeting together in our parish, or meeting as a group under the auspices of our parish at any other venue.
The Parish ofis committed to ensuring the safety and well-being, as far as is practicable, of all children, young people, parents, caregivers, employees, and visitors both in the parish buildings and when away from the parish on events.	
Our health, safety, and welfare policy enables us to:	<ol style="list-style-type: none"> 1. Provide and maintain a safe physical and emotional environment for all children, young people and their families. 2. Meet legal requirements to ensure the safety of all children, young people and their families.
The following steps allow us to carry out the aims of our health, safety, and welfare policy:	<ol style="list-style-type: none"> 1. The Vestry has a Health and Safety Champion, and regularly checks the Parish's health and safety policies and practices for its children and young people via its CYP SO. Health and Safety is also on the agenda monthly. More regularly if required. 2. All staff and leaders of Children and Young People's ministry groups are kept informed of the results of health and safety monitoring and review, and consulted in the development and review

	<p>of these procedures. They understand and implement all health and safety procedures, and are kept trained and supervised in their implementation.</p> <p>3. All staff and leaders of Children and Young People’s ministry groups are active in hazard identification and risk management.</p>
<p>The Parish maintains:</p>	<ol style="list-style-type: none"> 1. A Hazard Register and any identified hazards are eliminated or minimised. 2. An Accident Register, including first aid records and all accidents and near misses is kept, and also informs the Vestry as soon as practicable when a notifiable incident occurs. 3. Specific planning for outdoor events, or events outside the Parish buildings and grounds, including risk management, which the regulations and guidelines provided, and legal requirements. Planning includes submitting the relevant documentation to the Vestry, which must approve overnight camps and holds the ultimate responsibility for approved excursions. 4. Up-to-date emergency plans and evacuation procedures. 5. The Vestry follows abuse reporting procedures (see Policy and Incident forms provided Sec. 4 pg 11), and trains staff and leaders in recognising and reporting abuse. 6. The Vestry applies its Behaviour Policy (see Behaviour and Bullying Policy provided Sec. 4 pg 21), and if necessary takes action to keep its parishioners safe. 7. The Vestry complies with the Smoke free legislation and promotes a smoke free environment and lifestyle.

Section 5

Alphabetical list of Guidelines when ensuring the Safety of Children and Young Persons.

**Abuse, Access, Adult/child discussions, Alcohol and Drugs
Page 40**

**Babies and pre-schoolers, Behaviour, Camps/Overnights
Page 41**

**Cell Phone, Code of Ethics, Communication with care
givers Page 42**

**Complaints Procedures, Conduct of Workers,
Cultural/Disability Awareness, Evacuation
Page 43**

**Finance, First aid, Games, Health & Safety,
Page 44**

Mental Health, Personal Safety Page 45

Pornography, Privacy Page 46

**Photos, Ratios, Responsibility Risk Management, Selecting
Leaders, Self Harm Page 47**

**Sexual Harassment, Smoking, Spiritual Well Being,
Support Page 48**

Transport Page 49

Alphabetical List of Guidelines when ensuring the Safety of Children and Young Persons

While your ministry unit may not need written policies for all the headings provided, we recommend you consider and discuss with your leaders and workers, each heading listed below.

Abuse

The implementations of the Policy on Dealing with Suspected or Alleged Child Abuse is mandatory for each parish/ministry unit. (See Child Abuse Policy in Guidelines, Templates and Policies section 4 pg 27)

- ◆ Avoid situations where abuse can happen or be alleged to have happened – much of this Best Practice section is designed to help prevent such situations occurring. Remember abuse can be physical, emotional or sexual in nature.
- ◆ Know how to deal with Disclosure or Allegation of Abuse

Access

- ◆ Ensure access is available for wheel chairs, prams etc.
- ◆ Ensure that parents are able to contact their children at any time.
- ◆ Ensure there is a sign in sign out procedure for children's programmes.
- ◆ Consider security from unwanted intruders.
- ◆ Maintain register of key holders for premises.

Adult-Child Discussions

- ◆ If there is a need or request to talk alone with a child or young person this should be conducted in the sight of other people.

Alcohol/Drugs

- ◆ Neither workers nor young people may bring alcohol or drugs to the venue, or be under the influence of drugs or alcohol.
- ◆ Consider disciplinary consequences if such an event occurs, e.g., caregivers informed, sent home, suspended, police involvement, etc.
- ◆ Rules and consequences need to be clearly understood by all parties. Preferably they should be written and displayed. (See Behaviour Section 4 pg 33)
- ◆ Special care needs to be taken on occasions when alcohol is available at a venue, e.g., a sports stadium / restaurant. In such cases workers should familiarise themselves with the relevant provisions of the Sale of Liquor Act.
- ◆ At all times workers should avoid behaviour which might impair their effectiveness.

Babies and Pre-schoolers

◆Babies and pre-schoolers present special safety needs. Consider gates, electrical equipment, including safety plugs, hot surfaces, heaters, safe hygienic toys, windows/doors, cleaning chemicals security etc. Facilities may need to be available for feeding babies.

◆Toileting: gain permission from a caregiver. Consider gender and location issues.

◆Remember the need for a higher ratio of supervisors when dealing with babies and very young children (see Ratios Section 4 pg 22) and also the suggested age for supervisors to be at least 14 years of age. The act requires that “reasonable provision” is made for the children in your care (Child Youth and Family recommend 16 years). This may mean young helpers need to be supervised by an adult.

Behaviour

◆Some behaviours are unacceptable. These include all kinds of bullying, intimidation or cultural harassment. Unacceptable behaviour might be a one-off serious incident or repeated minor incidents. Standards need to be agreed upon.

◆Consider disciplinary consequences for inappropriate behaviour, e.g., caregivers informed, sent home, suspended, police involvement, etc.

◆Rules and consequences need to be clearly understood by all parties. Preferably they should be written and displayed. Older groups are often quite capable of forming their own rules. For guidelines see section 4 pg 33

Camps/overnighters

Use all relevant forms from the Forms section of this document.

◆Ensure all risks have been considered and where possible minimised – (see Risk Management Form. Section 6)

◆Consider leadership gender issues, and the ratio of workers to children/young people.

◆Parental consent, contact and medical details are essential.

◆Consider a disclaimer form.

◆On camps boys and girls are to sleep in separate rooms or tents - there may be exceptions to this, for example a marae stay.

◆Consider also the advisability of having one or more workers in each sleeping space.

◆Leaders should never form close relationships with another person during a camp.

◆Seek further advice from the Diocesan CYPSCO Co-ordinator or the Diocesan Youth Adviser.

Cell Phones

◆There should be a well-charged cell phone available to workers whenever there is no landline available.

◆It may be wise to have a policy regarding the use of cell phones by children and young people while they are under your control. (see Behaviour and Bullying Policy for more detail, Section 4 pg 33).

Code of Ethics

◆Knowledge of the appropriate sections of the Diocesan Ethical Guidelines (Code of Ethics) may need to be part of the training of people involved in ministry to children and young people. *Boundaries in Ministry* is training provided by the Diocese and accessible to all workers (it is compulsory for those with a Bishop's License).

◆Other professional Codes of Ethics or training may be relevant or desirable for your ministry unit (e.g., The Canterbury Youth Workers Collective and the National Youth Workers Network Aotearoa both have Codes of Ethics and provide training around ethics in Youth Work, these are available on line).

Communication with Caregivers

Many of these points should be covered in the Beginning of the Year forms and material given to parents

◆Inform caregivers of general programme content including:

- Contact details of leaders
- Cost, and when appropriate, location and transport details
- Start and finishing times/dates
- How they can contribute or assist
- Rules and consequences

◆The issue of children and young people leaving a programme without the knowledge of their caregiver(s) needs to be considered. As well as who has rights to collect children in our care.

◆Caregivers should be informed in any case of concern. This applies to accidents, first aid or medical treatment, illness, or repeatedly unacceptable behaviour.

◆Caregiver consent should be obtained for all off-site activities, overnight programmes, sensitive topics, or any potentially dangerous activities.

◆Generally unless the young person is independent of their parents/guardian/caregiver consent should be obtained for all young people under the age of 18 years.

◆Relevant details should be collected from the young person and caregivers as soon as possible. The following could be considered:

- Emergency contact details
- Any medical condition which might affect the young person at any time
- Any medication needs
- Any special dietary needs

◆Care should be taken when informing, reporting to or obtaining consent from caregivers of children and young people who do not live/stay with their mother and/or father. Remember these people have certain rights, particularly with safety issues.

Complaints Procedures

- ◆ This should be accessible/visible to all who use programmes – including children and young people.
- ◆ Consideration should be given to situations where the complaint relates to the person/body that is hearing the complaint.
- ◆ Complaints concerning anyone with a Bishops License can be made directly to the Diocesan Monitor.
- ◆ Recording and storage of complaints should comply with the provisions of the Privacy Act 1993 (see Privacy Act Section 8 pg 134-136).

Conduct of Workers

- ◆ All workers should reflect the values and ethos of both Christ and the Anglican Church.
- ◆ Consideration should be given to behavioural expectations in personal time. People who work with children and young people should consider how their words and actions (dress, language, body language, touch etc.) might be perceived by those they work with.

Cultural /Disability Awareness (Human Rights)

- ◆ The provisions of the Human Rights Act relating to discrimination need to be upheld. *Prohibited Grounds of Discrimination* are outlined in section 21 of the Human Rights Act.
- ◆ Awareness and implementation of the Treaty of Waitangi is required. An environment should be created which reflects our Treaty of Waitangi heritage and commitment.
- ◆ Seek training to meet the needs of people of different cultural backgrounds and to raise cultural awareness. Be aware of cultural differences as they relate to things like discipline, humour, attitudes, food, customs, beliefs etc.
- ◆ If a child has a disability, talk to caregivers about his/her specific needs. Do not assume you know what is best for a child with a disability.

Evacuation

Please refer to Parish Evacuation Guidelines

Procedures must be developed to deal with:

- Earthquake
- Fire
- Flood
- Other emergencies, especially any that might be likely in a particular location.

Finance

◆ Find out about and follow the parish/ministry unit's policy for handling money. Get the parish Treasurer to check your finances. Remember if you are collecting money for a particular purpose, amounts should be recorded and receipts should be issued for sums over \$5.

◆ If you are using a cheque account it is wise to have more than one signatory required for each transaction. If using an eftpos card retain receipts and hand into Treasurer. Likewise, it is a good idea to have the banking done by a different person from the one who collected the money. These measures should prevent any possible allegations of mishandling of funds.

First Aid

Refer to First Aid Policy

- ◆ There must be at least one person present who has a current basic first aid and basic life support certificate or equivalent.
- ◆ First aid equipment must be available and accessible at all activities.
- ◆ First aid equipment must be checked and updated regularly.
- ◆ For ACC and insurance purposes incident reports should be completed.
- ◆ Caregivers should be informed.

Games

◆ Be aware that different types of games appeal to different people. Be sure to include a good range of games in your programme, including some that are suitable for people with disabilities.

◆ Be sensitive to those teenagers who are going through a period of lack of co-ordination, or who may experience pain in their limbs due to rapid growth.

Health and Safety

Refer to Health and Safety Policies

This is mostly common sense. Consider:

- Safe equipment e.g., care with sharp objects
- Electricity e.g., safety plugs
- Heaters e.g., avoid bar heaters
- Computers e.g., healthy work station
- Toys, e.g., hygienic, age-appropriate and safe
- Fire alarms and extinguishers available/regularly checked
- Appointment of a Health and Safety Officer.

Mental Health

- ◆ Work to create an emotionally-safe environment, e.g., make sure humor is constructive, not destructive; it is important to laugh *with* people, not *at* them; avoid “in house” jokes that exclude part of the group, or put-downs.
- ◆ Workers need to ensure they receive training on **awareness** of youth mental health issues, including depression, suicide, self-harm (see additional information in section 8), drug and alcohol addictions, and other psychiatric illnesses.
- ◆ Where a child or young person presents with symptoms of any mental health issue, the worker **must seek professional advice**, preferably in consultation with their supervisor and/or vicar.

- ◆ Other possible services include:
 - ◆ Psychiatric Services 337 7969.
 - ◆ Psychiatric Emergencies 364 0640
 - ◆ Youth Line: Call Free 0800 376 633 or 379 4794
 - ◆ Child Help Line: 366 2441
 - ◆ What’s Up Call Free 0800 9428787
- ◆ Community Public Health produces a Youth Mental Health Directory which might be of assistance.

Personal Safety

- ◆ Workers should practise self-care and look after themselves physically, spiritually, mentally and emotionally.
- ◆ Workers must not be placed in any situation which jeopardises their own personal safety. Avoid potentially compromising situations such as:
 - ◆ Transporting young people alone
 - ◆ Being alone with a young person at work, in their home or elsewhere
 - ◆ Being in a place where you cannot be observed by others
 - ◆ Dating and/or sexual relationships between people working with young people and the young people they work with are unacceptable. Should a legitimate attraction develop between a Youth Worker and an older young person, advice should be sought from supervisors and the Diocesan Youth Adviser.
 - ◆ Working through intense emotional issues, in an ongoing way, with young people of the opposite gender, e.g., relationship break-ups. Issues of gender may be relevant.
 - ◆ Touching in an unsafe or culturally inappropriate way.
 - ◆ Paying excessive attention to a child/young person.

Where such situations are unavoidable it is wise to let others (supervisors etc.) know.

◆ Workers need to be aware of their limits and boundaries.

- ◆ They should offer only those services that come within their ability, and must refer matters outside their competence, e.g., sexual abuse, psychiatric illnesses, depression or suicide, to appropriately qualified people.
- ◆ They should be aware of personal issues that may affect their youth work practice (such as hurtful issues from their own past, or behaviour of others that affects them negatively, etc.).

Pornography

- ◆ Stay away from pornography.
- ◆ Preview any material you intend to show/use to be sure of its content.
- ◆ Consider a policy for a situation where young people might bring pornographic material to your programme.
- ◆ If young people are accessing the Internet, ensure they are not accessing pornography. Don't let young people have free access to the church internet. (There should be a reason they are on there, on your premises in the first place)

Privacy

Consider:

- ◆ 12 Principles of the Privacy Act 1993
- ◆ Appointment of a Privacy Officer
- ◆ Useful resource is the Office of the Privacy Commissioner (0800 803 909)
- ◆ Collection of Information: how? who from? how/where recorded?
 - Personal details
 - Medical details
 - Diet requirements
 - Behavioural issues.
- ◆ Storage of Information:
 - Where will it be stored?
 - Computer files (passwords etc.)
 - Paper files (locked, key access etc.)
 - Who will have access to the information?
 - Will files be able to leave the parish/ministry unit?
 - How will you ensure the information is up to date and accurate?
- ◆ Access to and Correction of Information:
 - Whenever a request for personal information is made the parish/ministry unit has 20 working days to respond.
 - Issues involving non-custodial parents need to be considered.
 - Who will make the decision regarding release/correction of information?
- ◆ Use and Disclosure:
 - Consider confidentiality issues
 - The Privacy Act allows you to release confidential information in certain circumstances e.g., where there is a serious or imminent threat to personal or public safety.
- ◆ Training Issues.
 - Organise biannual training applicable to position and group involved with.

Photos

- Get permission from caregivers of children, also ask permission from youth/young people before any photos are published on websites or in newsletters etc.

Ratios

- ◆ Always try to have at least two workers – 1 is dangerous, e.g., a backup supervisor is needed in case of accident or other emergency situation.
- ◆ A useful guideline is 1:6 for children and young adults but 1:3 for small children and babies. Ensure that you are keeping up with the most recent legislation.
- ◆ Remember it is illegal to leave children under 14 unsupervised for any length of time – this applies to young people acting as assistants – there must always be an accessible adult.
- ◆ Consider gender balance.

Responsibility

- ◆ Remember the importance of reliability and accountability – to God, the parish and the young people.
- ◆ Make clear to parents/caregivers the limits of your responsibility, e.g., within the published times of an activity.

Risk management

refer to Risk Management forms in Forms section.

- ◆ Identify risks involved in activities – some risks which commonly arise may include:

- Heights
- Water safety
- Security - personal and of possessions e.g., dealing with unwanted visitors
- Vehicles and roads
- People with special needs.

- ◆ Assess if the risks are acceptable or unacceptable.

- ◆ Manage acceptable risks.

- ◆ Avoid unacceptable risks.

- ◆ To comply with current health and safety regulations, R.A.M (Risk Assessment & Management) forms must be completed for activities involving risk e.g., rock climbing, or swimming at the beach.

- ◆ **To fully abide by their own Parish or Ministry Unit's Health and Safety Policy, and to utilise the forms provided in this resource.**

Selecting Leaders

See Recruitment of Workers Section 7

Self Harm

See Section 8 pg 121

Sexual Harassment

Sexual Harassment is: Behaviour of a sexual nature
Unwanted by the recipient
Repeated or initially serious
Often involves the abuse of power
Has a detrimental effect on the person or organization

Some examples:

- Touching, rubbing, invading personal space
- Leering, ogling, looking
- Sexual “jokes”
- Sexual remarks, comments, suggestions
- Indecent exposure
- Obscene letters, faxes, emails, text messages, phone calls
- Repeated unwanted invitations
- Threats of consequences of complaining, e.g. job loss

The Anglican Church does not tolerate sexual harassment and has clear procedures for dealing with complaints – ensure the Diocesan brochures and posters outlining complaint procedures are displayed.

Smoking

◆Groups should have a clear policy about this – there are issues of role-modelling, self-control, health and anti-social behaviour to consider.

◆It is inadvisable to make people feel rejected simply because they smoke.

◆It is probably advisable to ban smoking during youth group.

◆Consider how to deal with addicted smokers, e.g., by having a designated outdoor smoking area at a camp away from the view of young people.

◆Consider whether you should have a signed statement from parents that they know about/permit such smoking.

It is illegal to provide/sell cigarettes to people under 18. It is not illegal for those under 18 to smoke!

Spiritual Wellbeing

◆Workers should work in an environment that is conducive to spiritual wellbeing.

◆Workers should not abuse their professional position to sway, induce fear or manipulate children and/or young people. Decisions made in these circumstances will not normally be healthy decisions for a person’s spiritual wellbeing.

◆While it is paramount to uphold Christian beliefs in your parish/ministry unit, workers should treat people of different spiritual understandings and backgrounds with sensitivity.

Support

◆Consider the importance of prayer support within the leadership teams, and by the parish/ministry unit for the work with children and young people.

◆For professional support and supervision, see Supervision, Support and Oversight in Conditions of Appointment Section 7.

Transport

Refer to Transport forms in Forms section, and also covered in Beginning of the Year forms.

◆As soon as a child or young person enters a vehicle, the driver is responsible for their safety. Parish/ministry units are strongly advised to have a policy on this matter.

◆Mandatory requirements would include:

- ◆Current full licence for drivers and the legal right to carry passengers
- ◆Current registration and warrant of fitness. (WOF/COF)
- ◆A seatbelt must be available and worn by each person in the vehicle
- ◆Reporting of all accidents to persons of authority within the parish/ministry unit.

◆Drivers must be free from the influence of alcohol or drugs

◆Consider:

- ◆Personal safety issues as above, e.g., avoid transporting a child or young person alone – note that this may not always be practical but consider phoning ahead to give expected time of arrival.
- ◆Consent (see Communication with Caregivers.)
- ◆Safety issues such as staying in the vehicle while moving, not throwing objects from vehicles etc.
- ◆Insurance issues, including who is responsible for any excess on the policy of under 25's
- ◆Supervision of passengers in the back of vans.

Section 6

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Guidelines for level of risk	Page 53
Content of levels Please use forms from all levels as necessary	Page 54
Level 1 Includes 1st aid kit requirements	Page 55-67
Level 2 Off site events	Page 68-93
Level 3 Off site with higher risk	
Level 4 Camps etc	

Tool Kit of Forms

To Enhance

The Safety of Children and Young People

In our Parish

Purpose

This Tool Kit contains a selection of sample forms and templates that meet legal and current best practice procedures for the safety of children and young people. Many of these forms originate in the New Zealand education sector and are used with permission. As well as assisting with general safety practices within parishes, please check the sections specifically catering for those times when children and young people leave the parish and go out to events, outings and camps that have a higher risk assessment.

Note that NOT all forms are required for every off site event. Many low risk events may have few or no forms.

Remember that the risk management (and paperwork) should be in proportion to the level of risk associated with the offsite event.

A more detailed Table explaining the level of Risk is on pg 70.

This Tool Kit of Forms caters for 4 Levels of risk when planning activities:

Level 1: Forms to begin the year, and forms that enable you to plan for safety around the immediate parish buildings and grounds.

Level 2: Forms for off-site events, usually during the day, but no obvious assessed risk.

Level 3: Forms for off-site events during the day or evening, or events with a higher assessed risk. For example, a greater risk than an average family activity, Skiing or any water activities could be at this level.

Level 4: Forms for any events involving an overnight stay.

PURPOSE AND LEVELS

When using the tool kit, please note the following:

- ◆Forms should be adapted to your needs and requirements, including putting your own letterhead at the top. You may only need part of a form, **and once downloaded**, you can delete the parts you don't need.
- ◆Instructions for adapting the forms are written in *green* and should be deleted.
- ◆Parishes are strongly encouraged to share these resources with all leaders who would benefit from using them to enhance safety.
- ◆The forms can be freely photocopied by any organization, and are available from the website listed below.
- ◆Each form details a procedure. Depending on the level of risk of the activity, some procedures may be carried out informally (for example verbally) rather than using a form. Make sure you note these conversations in your records.
- ◆Please carry forms with you especially if going off site.

If you require any other forms not provided here, a full set of Education Outside the Classroom guidelines and forms (referred to in this document as offsite events) can be found on the NZ Ministry of Education website at the following address:

<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines/Tool-Kit>

Guidelines for Levels of Risk

The Ministry of Education's **Education Outside the Classroom** guidelines identify four EOTC (off site activities) activity levels, each with recommended types of parental/caregiver consent. In brief they are:

Type of event	Description <i>(It is a good idea to recreate this list to include specific events that usually occur in your parish)</i>	Type of consent
Level 1	On site- in the parish grounds (i) Lower risk environments (ii) Higher risk environments*	(i) No consent sought, or use blanket consent at enrolment (ii) Separate consent for each event or programme Or may just require a RAMs form to be completed
Level 2	Off-site events in the local community during church or usual meeting times. (i) Lower risk environments (ii) Higher risk environments*	(i) Blanket consent at enrolment. (ii) Separate consent for each event or programme Or may just require a RAMs form to be completed
Level 3	Off-site events – occurring outside normal times (i) Lower risk environments (ii) Higher risk environments*	(i) Blanket consent at enrolment. (ii) Separate consent for each event or programme Or may just require a RAMs form to be completed
Level 4	Off-site residential overnight events (i) Lower risk environments (ii) Higher risk environments*	(i) Separate consent for each event or programme (ii) Separate consent for each event or programme

*Involves risk assessed to be greater than that associated with the average family activity.

All activity categories require staff/leaders to undertake an analysis of the risks, and identify the management strategies required to eliminate, isolate and minimise the risks. Emergency procedures should also be in place. All staff, volunteers and helpers should be informed regarding these policies.

CONTENTS

Level 1: Forms to begin the year, and forms that plan for safety around the immediate parish buildings and grounds

Enrolment form (Sunday School, Children's groups etc.) – this includes health, medical, contact information etc.	Pg 55,56
Summary of participant info	Pg 57
Blanket Consent	Pg 58
Parental consent for trip	Pg 59
Permission to travel in private car	Pg 60
Private car volunteer form	Pg 61
Volunteer Agreement form	Pg 62
Volunteer/Worker Competence form	Pg 63
Volunteer assistant agreement	Pg 64
Useful contact Numbers	Pg 65
First Aid kit	Pg 66,67

Level 2: Forms for off-site events, usually during the day, but no obvious assessed risk.

Outings Incident report form	Pg 68,69
Incident Severity Scale	Pg 70
Safety Action Plan	Pg 71
Risk Assessment Checklist	Pg 72
Risk Assessment and Control	Pg 73
Risk Management Plan	Pg 74
Critical Incident Management	Pg 75,76
Participant Contract	Pg 77
Leader Log Book	Pg 78

Level 3: Forms for off-site events during the day or evening, or events with a higher assessed risk. For example, a greater risk than an average family activity. Any water activities could be at this level.

Checklist for a well-planned camp	Pg 79,80
Event Planning Checklist	Pg 81,82,83
Information for parents/caregivers	Pg 84
Outside the parish event proposal	Pg 85,86,87
Off site event approval	Pg 88

Level 4: Forms for any events involving an overnight stay.

Swimming activity consent	Pg 89
Contracting check list	Pg 90,91
Agreement between parish and provider	Pg 92,93

Sample Form 6 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Child Information and Enrolment Form, Emergency Contacts and Medical and Health Information

Please complete these details:

Child's Name _____

Address _____

Parents Name _____

Telephone _____ Mobile _____

Year or class level _____ Age _____

Family Doctor Name _____ Telephone _____

Address _____

Medic Alert number (if applicable) _____

THIS FORM OR A COPY CAN BE TAKEN ON AN EVENT. A COPY TO BE KEPT IN THE PARISH

EMERGENCY CONTACT DETAILS (please provide at least 2 sets of contact details)

Contact 1: Emergency Contact

Name: _____ Relationship: _____

Address: _____

Day Phone: _____ Evening Phone: _____

Mobile: _____

Contact 2: Alternative contact

Name: _____ Relationship: _____

Address: _____

Day Phone: _____ Evening Phone: _____

Mobile: _____

Name: _____

Signature: _____

Date: _____

Health profile and medical consent

1. Please tick if you have any of the following:

Migraine	<input type="checkbox"/>	Epilepsy	<input type="checkbox"/>	Asthma	<input type="checkbox"/>
Diabetes	<input type="checkbox"/>	Travel sickness	<input type="checkbox"/>	Fits of any type	<input type="checkbox"/>
Chronic nose bleeds	<input type="checkbox"/>	Heart condition	<input type="checkbox"/>	Dizzy spells	<input type="checkbox"/>
Colour blindness	<input type="checkbox"/>	Other (Please specify)	_____		
ADHD	<input type="checkbox"/>	Allergies	<input type="checkbox"/>		

2. Is your child currently taking medication? Yes No

If YES, please state: Health condition/s: _____

Name of medication/s: _____

Dosage and time/s to be taken: _____

3. Are you allergic to any of the following?

	Yes	No	Please specify
Prescription medication	<input type="checkbox"/>	<input type="checkbox"/>	_____
Food	<input type="checkbox"/>	<input type="checkbox"/>	_____
Insect bites/stings	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other allergies	<input type="checkbox"/>	<input type="checkbox"/>	_____

What treatment is required? _____

5. When was your /your child's last tetanus injection? _____

To be read and signed by adult participant or parent/caregiver of child participant.

Signature: _____

Name: _____ Date: _____

Sample Form 20 <Insert school name/logo here>

*You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit.
Use the align left, centre or right tabs on the toolbars to move your name or logo*

Summary of Participant Information

This form can be expanded to meet your needs

Surname	First Name	Date of birth	Address	Next of kin and relationship	Contact phone number/s	Relevant medical information

BLANKET CONSENT

I/we agree to the participation of _____

In *lower risk* category **A,B** and **C**

events while a child at _____ parish

I/we have provided the parish with up to date medical, supervision and learning information through the enrolment form and will make every endeavour to keep this information current.

Name: _____

Signature: _____

Date: _____

Ph No: _____

Name: _____

Signature: _____

Date: _____

Ph No: _____

PARENTAL CONSENT FOR AN OFF SITE EVENT

We are planning a

to as part of

We plan to leave from

on, and return time/day.

While we are there, we will *(describe the activities in detail, including any hazards involved.)*

Each child will need: (supply gear list):

We will be travelling by (private car, bus, foot etc):

The cost of this trip is per person.

Please advise us of any health issues your child may have that could affect their participation in this trip, (car sickness, allergies,etc/by filling out the attached Health Profile and Risk Consent form.)

We will need ___ parents to assist or supervise at this event. If you would like to volunteer, please indicate on the form below and we'll contact you.

Please fill out the permission slip below and return to

By

Thanks
(supervisor's name and contact details)

I give permission forto participate in this experience.

Detail any special requirements your child may have relating to this trip:

I am willing and able to assist by _____

Parent signature & Contact number _____

PERMISSION TO TRAVEL BY PRIVATE VEHICLE

_____ Parish

Permission to travel by private transport

Giving permission for your child to travel in a private car (or other vehicle), in the Parish of _____, means that all of those adults or parents who will be the drivers, have signed to assure us that they are valid drivers with a safe, registered vehicle, that has regulation seatbelts and a current WOF. You will be informed of the outing prior to this taking place.

Child's Name: _____

I give/do not give (Please cross out that which does not apply) permission for my/our child to travel by private vehicle during 20__

Signed _____ (Parent/Caregiver)

Contact Number _____

PRIVATE CAR VOLUNTEER FORM
PARISH 20

I can provide transport for _____ number of children.

I confirm that my car has a current WOF and is registered, and that I hold a current driver's licence. I will ensure that the children...

- and I use the appropriate restraints.
- will get out of the car on the footpath side.
- will not travel in the rear of a station wagon (unless seat belts are provided)
- Will not sit in the front seat of a vehicle fitted with air bags.

I will.....

- obey all Health and Safety precautions.
- supervise the children until they rejoin their group.
- go to the arranged meeting point.
- not provide food for any of the children.

Parent/Caregivers name: _____ Phone: _____

Signature: _____

Child's Name: _____

PRIVATE CAR VOLUNTEER FORM
PARISH 20

I can provide transport for _____ number of children.

I confirm that my car has a current WOF and is registered, and that I hold a current driver's licence. I will ensure that the children...

- and I use the appropriate restraints.
- will get out of the car on the footpath side.
- will not travel in the rear of a station wagon (unless seat belts are provided)
- Will not sit in the front seat of a vehicle fitted with air bags.

I will.....

- obey all Health and Safety precautions.
- supervise the children until they rejoin their group.
- go to the arranged meeting point.
- not provide food for any of the children.

Parent/Caregivers name: _____ Phone: _____

Signature: _____

Child's Name: _____

VOLUNTEER AGREEMENT FORM

To be read and signed by all volunteer assistants. This form may be kept on file and used repeatedly.

Name: _____

Address: _____

Email Address: _____

Telephone: _____ (home)
_____ (work)
_____ (mobile)

I am the parent/caregiver of _____

OR

I am a volunteer (please tick)

As a volunteer assistant in the parish or at a parish event or activity:

- I am willing to comply with requests of staff and follow safety procedures they have set.
- I am willing to assist in aspects of running the event, based on information I have supplied.
- I agree that I am bound by the parish Privacy policy and will maintain confidentiality regarding children and families in the parish.
- I agree that I am bound by the Alcohol, Drugs and other Harmful Substances policy and will not be consuming or be under the influence of alcohol, illegal drugs, or other harmful substances when supervising or in the presence of children, young people or adults.
- I agree that I am bound by the Smoke free policy and will not smoke anywhere on the parish grounds, including the road or the event venue, or when supervising children and young people.
- I accept the terms of my involvement as stated above.

Parent/Care giver/ Volunteer name: _____	Date: / /
Signature: _____	
Child's name	

WORKER/VOLUNTEER COMPETENCE FORM

Event:	Date of event:
Name:	
Attending as (circle one): worker / leader /parent or caregiver	
other volunteer (please specify):	

I have the following skills/experience/qualification (place a tick for Yes, or a cross for No, in the relevant columns):

Qualification	Current	Not current	Notes (recent experience)
Car driver's license	<input type="checkbox"/>	<input type="checkbox"/>	
Passenger service license	<input type="checkbox"/>	<input type="checkbox"/>	
First aid certificate	<input type="checkbox"/>	<input type="checkbox"/>	
CPR certificate	<input type="checkbox"/>	<input type="checkbox"/>	
Lifesaving certificate	<input type="checkbox"/>	<input type="checkbox"/>	

List (or attach) any instructor/coaching qualifications relevant to the activity:

What is the level of your swimming ability:

Please list any other significant skills or experience related to the activity:

I certify that this information is correct.	
Signed: _____	Date: / /

Sample Form 13 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Volunteer Assistant Agreement

To be read and signed by all volunteer assistants on an offsite event. These may be kept on file and used repeatedly.

For parents/caregivers and other volunteers who have been invited to assist on the event

Name: _____

Address: _____

Telephone: _____ (home)
_____ (work)
_____ (mobile)

I am the parent/caregiver of _____

OR

I am a volunteer (please tick)

As a volunteer assistant in the parish event:

- I am willing to comply with requests of staff and will follow safety procedures they have set.
- I am willing to assist in aspects of running the event, based on information I have supplied.
- I agree there is no place for alcohol or non-prescription drugs on a parish event
- I accept the terms of my involvement as stated above.

Signed _____ Date _____

Sample Form 21 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit.

Useful Contact Numbers

It is useful to compile a list of applicable emergency numbers prior to an event. Put copies with each cell phone taken and the landline telephone so they are accessible to all supervisors during the event.

Event Location: _____ Date/s: _____

People in charge if an incident occurs

On site: _____ At Parish: _____

Phone: _____ Phone: _____

EMERGENCY CONTACT No.	NAME	TELEPHONE
Emergency Services		111
Vicar		Parish: Home: Mobile:
Warden		Work: Home: Mobile:
Diocese media spokesperson		Diocese Home: Mobile:
Nearest doctor - medical centre		
Nearest hospital – emergency department		
Nearest police station		
Community constable		
Department of Conservation		
Mountain radio service		
Nearest fire station		
Regional council		
National poisons centre		
Camp manager		
Coast guard		
Civil Defence		
Rape Crisis		
Child, Youth and Family Service (CYFS)		
Animal Control		
Meteorological Service		
Surf club		

Sample Form 31 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

First Aid Kits

Suggested minimum contents for first aid kits

List A

Source: Guidance notes on providing first aid equipment, facilities and training to meet the requirements of the Health and Safety in Employment Act 2013 and Regulations 2013.

- ◆ A manual giving general guidance on first aid
- ◆ 20 individually-wrapped sterile adhesive dressings (assorted sizes), appropriate to the type of work (dressings may be of a detectable type for food handlers)
- ◆ 2 sterile eye pads
- ◆ 2 individually-wrapped triangular bandages (preferably sterile)
- ◆ 6 safety pins
- ◆ 6 medium-sized, individually-wrapped sterile un-medicated wound dressings - approximately 12 cm x 12 cm
- ◆ 2 large sterile individually-wrapped un-medicated wound dressings - approximately 18 cm x 18 cm
- ◆ 1 pair of disposable gloves
- ◆ Note book and pencil
- ◆ 1 resuscitation mask.

This is a suggested contents list only; equivalent but different items will be considered acceptable. A need for additional items could include, for example, scissors, adhesive tape, disposable aprons, individually wrapped moist wipes or saline solution.

List B

Minimum first aid supplies

- ◆ 4 x Triangular bandages
- ◆ 9 x Roller bandages (including crepe bandages 50 mm and 75 mm sizes)
- ◆ 10 x Sterile dressings (75 mm x 75 mm packets)
- ◆ 2 x Adhesive wound dressing strip (100 mm packets)
- ◆ 1 x Waterproof adhesive plaster (50 mm wide reels)
- ◆ 5 x Sterile, non adhesive pads (100 mm x 100 mm packets)
- ◆ 4 x Sterile eye pads
- ◆ 1 x Container to pour water over the eye (e.g. plastic squeeze bottle)
- ◆ 1 x Receptacle for soiled dressings (e.g. bucket with foot-operated lid)
- ◆ 2 x 250 ml antiseptic liquid approved by the Medical Officer of Health
- ◆ 1 x Safety pins (card)
- ◆ 1 x Scissors – surgical or equivalent stainless steel (pair)
- ◆ 1 x Splinter forceps, fine point - stainless steel
- ◆ 1 x Accident register and pen or pencil
- ◆ 1 x First aid booklet (issued by the Departments of Labour and Health or Red Cross/Order of St. John)
- ◆ Notebook to document injuries
- ◆ 1 x A card listing local emergency numbers
- ◆ 8 x Disposable gloves – large size or multi fitting (pairs)

Suggested mobile first aid kit list (for outdoor environments)

Source: *Outdoor first Aid Manual* (NZ Mountain Safety Council Manual 33)

- 2 Crepe bandages (1 x 10 cm and 1 x 15cm)
- 2 Triangular bandages cloth
- 10-12 band aids
- 1 Dressing strip
- 3 non-adherent sterile dressings - large
- 6 Gauze dressings
- 1 wound dressing size 14
- 1 wound dressing size 15 (or sanitary pad)
- 1 packet of butterfly closures
- 1 roll sticking tape
- 2 saline 30ml
- Betadine for grazes
- 10 alcohol wipes
- 1 packet pain relief e.g. paracetamol
- 10 Antihistamine tablets
- Diarrhoea treatment
- 4 gastrolyte sachets for dehydration, diarrhoea, vomiting
- Chemical cooling/warming packs
- 1 low reading clinical thermometer
- Scissors
- Tweezers
- Safety Pins
- Needle
- Fine strong thread for removing rings
- Disposable gloves
- Disposable CPR face shield
- Note book
- Pencil
- Foil wine bladders for improvised:
 - Spare water bottle
 - Reflectors for signalling
 - Cold compresses for sprains, stings, bites
 - Hot water bottle
 - Small pillow
 - Splint, or splint padding (fill with air or water)
 - Dressing for open chest wound

Consider adding items for additional foreseeable risks especially if medical info identifies these e.g.: Anaphylaxis kit; Strong pain killers. Please be aware who has access to this 1st aid kit due to extra medication etc.

OUTINGS INCIDENT REPORT FORM

This form can be used for WorkSafe NZ reports.

Organisation: _____	Incident number: _____
---------------------	------------------------

This report is about: an accident a near accident an incident

Injury Death Illness Equipment damage

Location: _____	Date: / /	Time of day: _____
Days lost? Yes / No	How many: _____	E = ended course participation

What were the weather conditions at the time:

Temperature:	_____
Clouds:	_____
Precipitation:	_____
Visibility:	_____
Wind:	_____

Type of injury (place an "x" in the box):

<input type="checkbox"/>	Abrasion	<input type="checkbox"/>	Fatigue	<input type="checkbox"/>	Cold injury	<input type="checkbox"/>	Asthma	<input type="checkbox"/>	Urinary
<input type="checkbox"/>	Burn	<input type="checkbox"/>	Puncture	<input type="checkbox"/>	Hypothermia	<input type="checkbox"/>	Infection	<input type="checkbox"/>	Dermatitis
<input type="checkbox"/>	Concussion	<input type="checkbox"/>	Sprain	<input type="checkbox"/>	Hyperthermia	<input type="checkbox"/>	Allergy	<input type="checkbox"/>	Menstrual
<input type="checkbox"/>	Bruising	<input type="checkbox"/>	Strain	<input type="checkbox"/>	Gastrointestinal	<input type="checkbox"/>	Cardiac	<input type="checkbox"/>	Respiratory
<input type="checkbox"/>	Laceration/cuts	<input type="checkbox"/>	Fever/flu	<input type="checkbox"/> Other: _____					

Programme type: _____

Activity being taken at the time of the incident (place an "x" in the box):

<input type="checkbox"/>	Camping	<input type="checkbox"/>	Abseiling	<input type="checkbox"/>	Rafting	<input type="checkbox"/>	Solo	<input type="checkbox"/>	Vehicle
<input type="checkbox"/>	Canoeing	<input type="checkbox"/>	Cooking	<input type="checkbox"/>	Swimming	<input type="checkbox"/>	Caving	<input type="checkbox"/>	Initiatives
<input type="checkbox"/>	Kayaking	<input type="checkbox"/>	Cycling	<input type="checkbox"/>	Sailing	<input type="checkbox"/>	Skiing	<input type="checkbox"/>	Ropes course
<input type="checkbox"/>	Rock climbing	<input type="checkbox"/>	Tramping	<input type="checkbox"/>	Service Project	<input type="checkbox"/>	Mountaineering	<input type="checkbox"/>	Running
<input type="checkbox"/>	Other: _____								

Person in charge:

Name: _____ Age: _____ Male/Female

Person involved in incident:

Name: _____ Age: _____ Male/Female

Address: _____

Phone: _____

INCIDENT SEVERITY SCALE

Note that incident reports require both actual and potential severity scores to be entered, with related narrative entry describing how the incident could have been potentially worse. Also note many people do enter incidents with scores <3, and that in some cases this is encouraged to reduce reporting loads. It is recommended in many cases that incidents with severity of 6 or over are the subject of more in depth review.

Severity Ranking	Impact Participation	Injury	Illness	Social Psychological Damage	Incident score	Equipment Damage	Environmental Damage
1	Minor or short Term impact on	Splinters, insect bites, stings	Minor irritant	Temporary stress or embarrassment	1	Minor Cost	Littering
2	Individual/s that doesn't have large effect on their participation in the programme.	Sunburn, scrapes, bruises, minor cuts.	Minor cold, infection, mild allergy.	Temporary stress or embarrassment with peers.	2	>\$50	Minor damage to environment that will quickly recover.
Severity Scale 3 &	Above to be	Recorded on the	National Incident	database			
3	Medium impact on Individual/s that may prevent	Blisters, minor sprain, Minor dislocation, Cold/heat stress.	Minor asthma, cold, upset stomach etc	Stressed beyond comfort level. Shown up in front of group.	3	>\$100	Scorched campsite, plant damage.
4	participation in the activity/programme for a day or two.	Lacerations, frostnip, minor burns, mild concussion, mild hypothermia.	Mild flu, migraine	Stressed. Wants to leave activity. A lot of work to bring back in.	4	>\$500	Burnt shrubs, cut live branches to burn, wash dishes in stream
5		Sprains & hyperextensions, minor fracture	Flu, food hygiene related diarrhoea vomiting	Distressed, Freezes on activities, requires 'emotional rescue'. Does not want to participate again.	5	>\$2,000	Walked through sensitive ecological area destroying some plant life, toileting close to water area.
Any Incidents to	People at grade 6	And above need to be	Reported to	OSH			
6	Major impact on individuals/s that would mean they were unable to continue with large parts of the programme.	Hospital stay <12 hours. Fractures, dislocations, frostbite, major burn, concussion. Surgery, Breathing difficulties, moderate hyper/hypothermia	Medical treatment required Hospital stay <12 hrs e.g. Serious asthma attack, serious infection, Anaphylactic reaction	Very distressed leaves activity and requires on site counselling. Unwilling to participate in activity ever again.	6	>\$8000	Destroyed/killed some example of flora/fauna.
7		Hospital stay >12 hrs e.g. Arterial bleeding, severe hypo/hyperthermia. Loss of consciousness.	Hospital stay >12 hrs e.g. Infection or illness causing loss of consciousness, serious medical emergency.	Therapy/counselling required by professional.	7	>\$20,000	Killed, destroyed, polluted small area of environment.
8	Life changing effect on individuals(s) or death	Major injury requiring hospitalisation e.g. Spinal damage, Head injury.	Major illness requiring hospitalisation e.g. heart attack	Long term counselling/therapy required after incident	8	>\$50,000	Killed example of protected species
9		Single death	Single death	Post-traumatic stress disorder, changed profession because of incident. Post-traumatic stress disorder.	9	>\$250,000	Fire pollution etc resulting in area of wilderness being destroyed.
10		Multiple fatality	Multiple fatality	Suicide because of incident	10	>\$1,000,000	Major fire or pollution causing serious loss of environment or life.

Form 17 – SAP: Safety Action Plan

Introduction

<p>1. Identify the significant risks (losses) that could result from the activity.</p> <ul style="list-style-type: none"> • Physical Injury • Social/psychological • Material (gear or equipment) • Programme interruption
<p>2. List the hazards (causes) that could lead to each risk/loss.</p> <ul style="list-style-type: none"> • People • Equipment • Environment <p><i>(see over for hazards/factors to consider)</i></p>
<p>3. Think of strategies that could reduce the chances of each hazard leading to the risk/loss. Pay particular attention to significant hazards.</p> <ul style="list-style-type: none"> • Eliminate if possible • Isolate if can't eliminate • Minimise if can't isolate • Cancel if can't eliminate, isolate or minimise
<p>4. Make an emergency plan to manage each identified risk/loss.</p> <ul style="list-style-type: none"> • Step by step management • Equipment/resources required
<p>5. Continual monitoring of safety during the activity.</p> <ul style="list-style-type: none"> • Assess new risks • Manage risks • Adapt plans
<p>6. There is a range of formats available to assist with safety management planning. See sample forms 17, 18 & 19.</p> <p>See chapter 4 of the <i>Outdoor Safety – Risk Management for outdoor leaders</i> (NZ Mountain Safety Council Manual 37) for a step-by-step guide on how to use these tools.</p>
<p>7. It is important to pay attention to significant risks.</p> <ul style="list-style-type: none"> • It is also important to pay attention to both significant and minor hazards. Research shows that most serious harm incidents result from a combination of hazards (causal factors), many of which, on their own, are seemingly minor. • In an education setting, useful thresholds for significant risks/losses are illustrated on the Incident Severity Scale, see additional useful resources. <ul style="list-style-type: none"> ◆Severity ranking 3 is the threshold for reporting to the National Incident Database ◆Severity ranking 6 is the threshold for reporting serious harm incidents to the Department of Labour.

Risk Assessment Checklist Hazards/causal factors to consider for physical and emotional safety
(when completing SAP, RAMS or other risk assessment process)

PEOPLE	RESOURCES & EQUIPMENT	ENVIRONMENT
<ul style="list-style-type: none"> • Who? • <u>How many?</u> <ul style="list-style-type: none"> Students Activity Leaders Assistants • Experience • Effective supervisions structure (ratios) • <u>Cultural considerations:</u> <ul style="list-style-type: none"> Head touching Swimming for some groups of girls Observing site significance for cultural groups • Physical size/shape • Fitness • Anxieties/feelings • Motivation • <u>Student needs:</u> <ul style="list-style-type: none"> Educational Medical and Health Language abilities Cultural Behaviour Physical disability • <u>Social and psychological factors:</u> <ul style="list-style-type: none"> Get-home-it is Risk shift Dropping your guard Unsafe act/s by participants Error/s of judgement by activity leader 	<ul style="list-style-type: none"> • <u>Information to:</u> Parents or Whānau • Plans and systems • Clothing • Footwear • Food and drink • Transport • Toilets • Safe drinking water • First aid kit and knowledge • <u>Special equipment:</u> <ul style="list-style-type: none"> Rope Canoes/kayaks Maps/compass Cameras • Equipment maintenance, quantity, quality • Safety equipment Are sleeping arrangements/facilities culturally appropriate? 	<ul style="list-style-type: none"> • <u>Weather:</u> <ul style="list-style-type: none"> Forecast Sun Rain Wind Snow Temperature; Season • <u>Terrain:</u> <ul style="list-style-type: none"> Where? What? Familiar? Unfamiliar? Bush Mountain Sea River Beach • <u>Accessibility to help</u> <ul style="list-style-type: none"> Telephone Doctor Ranger Roads/tracks Emergency Services Security Animals/insects Road use Traffic density Fences Human created environments Does the site have cultural significance? Consent and information from landowner/local iwi

Sample Form 17 <Insert school name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit.

Use the align left, centre or right tabs on the toolbars to move your name or logo

RAMS: Hazard Assessment & Control

School:

Activity:

Location:

Risks What could go wrong?	Hazards Why would this happen?	Significant? Yes / No	Controls How can we prevent it?

Sample Form 18 <Insert school name/logo here>

RAMS: Risk Management Plan

School _____

Activity _____

Instructors: _____ Location: _____

Group: _____ Date: _____

Risks (significant potential losses)

1	4
2	5
3	6

Causal Factors (lemons)		Risk reduction strategies
People Skills, attitudes, age, fitness, ratios, experience,		
Equipment Clothing, shelter, transport, activity, specific gear, safety gear		
Environment Weather, terrain, water, season etc.		

Critical incident management

Emergency procedures to manage each identified risk	Emergency gear required
1	
2	
3	
4	
5	
6	

National standards applicable

Policies and guidelines recommended (activity specific)

Minimum skills required by activity leaders/assistants

Final Approval Accept _____ Reject _____

Comments:

Critical incident management

Emergency procedures to manage each identified risk	Emergency gear required
1	
2	
3	
4	
5	
6	

National standards applicable

Policies and guidelines recommended (activity specific)

Minimum skills required by activity leaders/assistants

Final Approval Accept _____ Reject _____

Comments:

PARTICIPANT CONTRACT

Name:	
<p>I understand that this event is an opportunity for me to learn new things, and practice skills, and gain attitudes and values in a new or different environment. I will need to be responsible for my own learning and safety and that of others. This means that I will:</p> <ul style="list-style-type: none">▪ show courtesy and consideration for others▪ follow the rules and instructions of leaders, supervisors and any other adults▪ take part in all activities within challenge-by-choice options▪ look after myself and my belongings▪ declare medical conditions that could affect my participation▪ accept the rules for the event, even if they are different from the ones we have at home.	
<p>I understand that my parents/caregivers will be contacted, and I may be sent home at their expense, if:</p> <ul style="list-style-type: none">▪ leaders consider my actions unacceptable▪ my actions put me or others in danger.	
<p>Signed: _____ Date: / /</p>	

Leader Log Book

Name: _____ Role: _____ Adult in charge / Support / Volunteer _____

Date: _____ Group: _____

Activity: _____

Venue: _____

No of participants: _____ Other adults involved: _____

Ratio leaders/participants: _____

Weather _____

<u>Event/activity/trip plan</u>
<u>Any difference to the plan that occurred and why</u>
<u>Reflective comment</u>
<u>What went well</u>
<u>What I learnt</u>
<u>What was confirmed for me</u>
<u>Reflecting on any incidents (injury, illness or near miss)</u>
<u>What I would do differently next time</u>
<u>Hazards identified (Added to RAMS stored on computer: Yes / No)</u>
<u>Other</u>

CHECKLIST FOR A WELL PLANNED CAMP

Location of camp:

Dates:

Objectives	Yes	No	N/A
Are the activities outlined?			
Is any pre-event instructions/information required?			
Participants			
Is there a list of participants?			
Has their age been considered?			
Do you know the total group size?			
Have their experience and/or skill levels been assessed?			
Is their medical/health/fitness status known?			
Has the number of staff, parent helpers, volunteers been determined?			
Administration			
Has the approval process been followed?			
Have parents/caregivers been notified & permission obtained?			
Have medical forms been returned, analysed and filed?			
Have sites been booked?			
Has final approval been obtained?			
Finances			
Has a budget been established?			
Have camper costs been approved?			
Is fund raising needed?			
Leadership			
Are leaders Identified?			
Is their experience appropriate?			
Is their skill level sufficient?			
Is their first-aid emergency training current?			
Is the camper/leader ratio appropriate?			
Volunteer helpers			
Have the helpers been checked, and vetted, if necessary?			
Do they know what is expected of them?			
Do they have the appropriate skills for their tasks?			
Do they have a list of the campers they are responsible for?			
Do they have a copy of the event programme?			
Transport			
Is public transport being used?			
Has transport been booked and confirmed?			

Private Vehicles	Yes	No	N/A
Are drivers required?			
Do vehicles have current WOF and Registration?			
Have load capacities been determined?			
Have pick-up and drop-off points been established and notified?			
Have emergency contacts/procedures been established?			
Route Planning			
Has route information been well researched?			
Does route have inherent risk?			
Does a group leader have recent local knowledge?			
Do people know where they are going?			
Have permits been obtained?			
Has the itinerary/trip plan been completed?			
Have land owners been consulted/informed?			
Is there a method of gaining weather information?			
Orientation and Training			
Are participants physically and mentally prepared?			
Has a proper progression of training and skill acquisition been followed?			
Are emergency procedures known?			
Have environmental concerns and practices been discussed?			
Have all briefings been completed?			
Safety			
Have the risks been identified, reduced, isolated or managed?			
Has the appropriate forms for the above been filled in and filed?			
Have first-aid and emergency procedures been established?			
Are medical conditions or special needs known?			
Is the first-aid kit adequate?			
Are resource services known?			
Has a route/trip plan been left with a responsible person?			
Has safety and emergency equipment been included?			
Equipment			
Is the equipment appropriate for the activity?			
Is it the appropriate size and type?			
Has the equipment been checked prior to departure?			
Is there a list of appropriate clothing for campers?			
Evaluation Completed by			
Campers/Participants			
Leaders/volunteers			
Parents/caregivers			
Are there any special projects or follow-up activities			

Sample Form 3 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit.

Use the align left, centre or right tabs on the toolbars to move your name or logo

Event Planning Checklist

To be adapted to particular parishes and/or event requirements

Have you?	Yes	No	N/A
1. Followed the approval process if required?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Arranged for permission to pre-visit the site?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Pre-visited the site and checked the facilities? Booked the venue if necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Collated a list of participants?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Worked out how many adults, parent helpers, or student leaders will be needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Met ratios set by the parish and CYPSCO coordinator and are these consistent with best practice?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Found out what prior experience or knowledge the participants will need to participate safely.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Arranged for and received written parental consent and health information from	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Arranged for children to bring appropriate clothing and/or equipment?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Identified the time required for travel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Identified the time required for activities, tasks and experiences in the program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Carried out risk identification and safety management procedures (e.g. SAP, RAMS)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Make sure all activity leaders and assistants:			
1. Have been checked out and vetted if necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Are aware of their responsibilities and what is expected of them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Have a list of the participants 'names that they are directly responsible for and health information where appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Have a copy of the event program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Are aware of the pickup, drop off points and times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have appropriate experience and skills for assigned tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Have ready access to a first aid kit (ideally, each activity group should have their own first aid kit).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Transport

Are drivers required?

- | | | | | |
|----|---|--------------------------|--------------------------|--------------------------|
| 1. | Do they comply with the parish transport policy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Do they require a map or route to get to the destination? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Is public transport being used? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Has it been booked and confirmed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Are drivers aware of pick up and drop off points? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Do you need to allow for transportation problems? e.g. Dense traffic, winter and road conditions? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Equipment

Have you:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1. | Analysed participants' medical information and collated lists for group leaders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Arranged a first aid kit for each activity leader, plus individual medication where needed? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Established first aid and emergency procedures? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Obtained safety and emergency equipment? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Arranged to take a mobile phone or other communication device, fully charged with spare battery? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Familiarised yourself with emergency services in the area? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Left route details and trip details with the parish contact? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Outside contractors and instructors

Checking them out:

- | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|
| 1. | Has the Contracting Checklist (form 14) and the agreement between parish and outside provider (form 15) been completed and returned and a contract in place? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | Are the leaders competent in the activities they will be leading? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | Are they qualified in first aid? Who are the 1 st aiders? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | Can they communicate in a manner appropriate to the participants? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | Are they familiar with the terrain and equipment to be used? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | Have their referees been contacted? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | Were they recommended? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
-

Review and evaluation

1. Has a debrief been held with all adults, contractors and volunteers involved in the event to discuss:
 - Incidents?
 - Improvements for future?
 - What worked well, positive outcomes of the event?
2. Has this been documented and filed with parish leaders?
4. Has a participant evaluation been done?
5. Has a report been put into the parish newsletter?
6. Are any special projects or follow up activities being done to extend learning from the event?

Sample Form 4 <Insert school name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Information for Parents and Caregivers

Parents should be sent information about EOTC events especially in the 'higher-risk' categories. This will usually include a cover letter, the parental consent and health forms.

1. Cover letter

Following is a checklist of items to consider including in the cover letter. Not all items may be relevant for all events:

- learning outcomes;
- event dates;
- departure and return times and location/s;
- clothing and equipment required;
- dates to return consent and health forms;
- cost details;
- transport arrangements;
- venue/accommodation details, including address and phone number;
- security and supervision arrangements including any times when remote supervision may take place (ie adults not actually with students);
- the nature and size of the group;
- emergency and contingency plans;
- details of first aid cover and provision for additional support for medical needs;
- procedures if anyone becomes ill;
- staffing including relevant experience and qualifications related to activity;
- activities and of how significant risks will be managed;
- school rules, event rules (code of conduct) and discipline procedures (e.g., smoking, alcohol, illegal drugs, unsafe behaviour policies);
- what not to take or bring back;
- money to be taken, arrangements for safekeeping and pocket money (primary schools);
- on exchange visits, host school approval of the host families;
- insurance details and whether parents need to arrange additional cover; and
- policy on the use of phones, both mobile and landline, during events.

It is important that the **Parental consent and risk disclosure** and **Health profile and medical consent** forms are completed by all adult and student participants in the offsite event, to meet parishes health and safety responsibilities.

The purpose of the forms is to enable the school to ensure that optimal staffing levels are provided, the specific needs of participants are met, and the educational value and safety of events is maximised.

Details on these forms will remain confidential to school staff, contractors and volunteers associated with supervising activities on the EOTC event.

For safety reasons, please provide us with information that is accurate and complete.

Please return these forms to the school by: _____ / _____ / _____

2. Parental consent, emergency contacts, and risk disclosure

See Sample form 6.

3. Health profile and medical consent

See Sample form 7.

NB. A separate form should be completed for each person attending the event.

Students over 18 years of age should receive the same information as above.

Sample Form 1 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Outside the Parish Event Proposal

Not all sections will be relevant to every proposed EOTC activity

Group: _____

Person in Charge (PIC): _____

The PIC should complete this form at the outset of planning for the activity. The PIC should already have received approval in principle for the proposed activity.

When approval is given, one copy of this form should be retained by the approver and another by the PIC. The Vicar and Wardens should be informed of any subsequent changes in planning, organisation and/or staffing.

1. Purpose of the event

2. Site/s where event will take place

4. Dates and times

Date of Departure: _____ Date of return: _____

Time: _____ Time: _____

5. Transport arrangements: Include names of transport company, volunteer drivers and vehicle registration numbers. Details of WOF and licence.

6. Details of outside provider/s to be used in the activities (if any).

Company	_____	Company	_____
Address	_____	Address	_____
	_____		_____
	_____		_____
Phone	_____	Phone	_____
Manager	_____	Manager	_____

7. Proposed cost and financial arrangements.

8. Details of programmed activities.

9. Details of any hazardous activity and the associated planning, organisation and adults in charge
(please attach RAMS or SAP or similar form/s).

10. Names, relevant experience, qualifications and specific responsibilities of adults accompanying the group.

11. Names, relevant experience, qualifications and specific responsibilities of other adults accompanying the party.

12. Name, address and telephone number of the Parish contact person who holds all information about the off site event in case of emergency. (Preferably the Vicar/Wardens)

Name _____

Address _____

Telephone _____

13. Existing knowledge of event site and whether a pre-visit is intended.

14. Size and composition of the group:

Age range _____

Number of males _____ Number of females _____

Activity leader/participant ratio _____

15. Information on parental consent:

Consent may precede or follow approval. Please attach copy of information being sent to parents and the parental consent form.

16. Names and brief details of students with special educational or medical needs:

Adult in charge full name: _____

Signed: _____ Date: _____

Sample Form 2 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Off Site Event Approval

To be completed by the Vicar/Wardens or delegate

STAGE 1: APPROVAL IN PRINCIPLE

To the adult in charge:

We are satisfied with the proposed planning, organisation and supervision of this event. We give approval to go ahead and plan the event.

- a. Please ensure that we have all relevant information including: a final list of participants, adults and volunteers; details of parental consent; a detailed itinerary (including maps) at least seven days before the group is due to leave.
- b. Your report and evaluation of the event, including details of any incidents, should be with us as soon as possible but no later than 14 days after the group returns.

OR

We require the following information or specific changes before approval in principle can be given.

STAGE 2: FINAL APPROVAL

We are satisfied with the planning for the event. We give approval for the event to go ahead.

Vicar/Wardens or delegate's name: _____

Vicar/Wardens or delegate's position: _____

Signed: _____ Date: _____

(Guidance should be given as to how far in advance approval needs to be sort) *Students over 18 years of age should receive the same information as above*

Sample Form 10 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Swimming activity consent
For activities where being able to swim is essential

Consent does not remove the need for activity leaders to ascertain the level of the students' swimming ability for themselves.

Swimming ability	Yes	No	Don't know
Is your child able to swim 50 metres?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child water confident in a pool?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child confident in deep water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child able to tread water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child able to survival float?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child confident in the sea or open inland water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your child safety-conscious in and around water?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I would like _____ to take part in the specified event

	Yes	No
I have received sufficient information about the event and agree to my child taking part in the activities.	<input type="checkbox"/>	<input type="checkbox"/>

I consent to any emergency treatment required by my child during the course of the event.	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

I confirm that my child is in good health and I consider him/her fit to participate	<input type="checkbox"/>	<input type="checkbox"/>
---	--------------------------	--------------------------

Signed _____ Date _____

Full name of parent/caregiver _____

The activity leader should take this form or a copy on the event. A copy should be retained by the school contact. Consider the need to gain similar information from adult participants as well.

Sample Form 14 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Contracting Checklist

Form to be completed by each contracted organisation

The following checklist is sent to you as an outside provider to help assess the level of safety management expertise provided by your organisation.

Please return this form to <parish contact> by <date>

Name of organisation: _____

Person in Charge _____

Contact person: _____

Address: _____

Phone and fax: _____

Email: _____

Length of time as contractor _____

Please complete the following:

Yes **No**

1. Do you have selection standards for your staff? Yes No
 • What are the standards?

2. Do you have training standards for your staff? Yes No
 • What are the standards?

3. Do these standards comply with nationally accepted best practice standards? Yes No

4. Does your organisation regularly monitor compliance with these standards? Yes No
 • How?

Your organisation's safety procedures

Yes No

- | | | |
|---|--------------------------|--------------------------|
| 1. Are records kept of incidents (fatality, near miss, injury, illness, property damage, behavioural problems)? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Are logs kept of equipment use? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Is there a safety/risk management plan (e.g. RAMS or SAP) and standard operating procedures (SOPS) for each activity? | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Safety/risk management plans and SOPS (including emergency procedures) for all activities this parish will be involved in are attached. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Can you confirm that personnel allocated for this event meet accepted best practice standards for all activities they will lead? | <input type="checkbox"/> | <input type="checkbox"/> |
-

Referees:

Please provide the names and contact details of two supporting referees that your organization has supplied services to in the past.

Referee 1

Name: _____

Address: _____

Phone: _____

Referee 2

Name: _____

Address: _____

Phone: _____

The information supplied above is correct.

Signed: _____ Date: _____

Name: _____ Position: _____

Sample Form 15 <Insert parish name/logo here>

You may need to reduce the size of the name/logo you place here, click on the corner or side of the box and drag in to fit. Use the align left, centre or right tabs on the toolbars to move your name or logo

Agreement between Parish and provider (organisation or individual)

This is an agreement between:

Parish _____
And _____

Provider _____

For the provision of the following services:

The provider will take all reasonable practicable steps to ensure the health and safety of the participant children, adults and assistants attending this event (Health and Safety in Employment Act 1992, Section 1.1, 1.2.1, and 1.2.2).

Please tick all information you have attached

Provider responsibilities – provide the Parish with the following:

- A description of the supervision structures, including experienced staff to children ratios required for each activity (that meet relevant best practice requirements).
- Student supervision policies that the Parish must comply with.
- Safety/risk management plans and SOPS, e.g. RAMS, SAP or similar for each activity.
- Staff profiles that include relevant qualifications/experience (see over).
- Details of facilities and equipment to be provided.
- A written quote for the equipment and services to be provided.
- A learning environment that is safe for the participants.
- A list of equipment and clothing required by participants for the activities.
- The preparation required by participants to participate safely in the activities.

Parish Responsibilities – provide the provider with the following:

- Opportunity to be involved in planning, implementation and evaluation stages of event.
- Name and contact numbers of the liaison person for this event.
- Adequate adults in charge and supervisors to meet best practice requirements (see over).
- Details of facilities and equipment supplied by the Parish (if applicable).
- Health and behavioural profiles of the children involved in the event.
- Copy of participants' contract.
- Adequately prepared and equipped participants (gear checked).
- Appropriate support for participants with special needs.

The Parish or provider reserves the right to withdraw any or all participants from the event if safety is compromised.

Signed _____ (For Parish) Date _____

Name _____

Signed _____ (For provider) Date _____

Name _____

NB: The Parish requires that a male and female activity leader or assistant must be available at all times for overnight supervision or where students are using changing rooms (e.g. sports events or public swimming pools) if the event includes both males and females. The Parish requires that a minimum of two activity leaders or approved assistants be on site at all times.

Summary of supervisors

(Summarised from sample form 12 activity leader and assistant competence)

Parish adults attending this event:

Name	Activity/ies	Meets best practice requirements*	
		Activity Leader	Assistant

Provider staff attending this Event:

Name	Activity/ies	Meets best practice requirements	
		Activity Leader	Assistant

Section 7

Recruitment Process	Page 95
Recruitment of Workers	Page 96-97
Recruitment of Assistants	Page 98-99
Recruitment of Special events workers/Speakers	Page 100
Conditions of Appointment	Page 101
Supervision	Page 102
Application Forms	Page 103-107
Interview Questions	Page 108-110

RECRUITMENT PROCESS

	Leaders	Assistants
Keep a record	File Checklist	Checklist
Information Package	Job description Application form	Job description Application form
Application Form	In-depth	Basic
Interview	Well planned and structured	Informal
Police Vetting	Yes Redo every 3 years	Yes Redo every 3 years
Referees	3 - redo every 3 years	3 – redo every 3 years
Decision	2 people	2 people
Other	Special events workers Helpers Volunteers	

RECRUITMENT OF WORKERS

This section covers recruitment of people with responsibility for children and young people. All Vestries of Parishes and Ministry Units, whether recruiting by personal invitation or by public advertising, should follow the process outlined below:

Remember that the crucial thing is the safety of the children and young people in our care. All workers should understand this, and realise that our insistence on checks for all does not in any way imply that any individual is under suspicion.

Recruitment of Leaders

Procedures	Recommended Practice
Keep a record of the recruitment process.	<ul style="list-style-type: none"> ◆Keep a separate file for each applicant. ◆Compile and complete a Checklist for each applicant. <p><i>See notes re: privacy (storage of information etc.) In additional useful resources.</i></p>
Give an Information Package to all Applicants/ Candidates.	<p>Packages should include:</p> <ul style="list-style-type: none"> ◆Position/job description ◆Application form
Complete an application form, including a declaration as to the accuracy and completeness of the information provided.	<p>The application form should be tailored to suit the needs/requirements of your parish/ministry unit.</p> <p>Information required:</p> <ul style="list-style-type: none"> ◆Motivation for wanting to work with children and/or young people ◆Personal experience/skills to work with children and young people ◆Previous relevant work experience ◆Previous relevant training/education ◆Membership of a relevant professional body e.g., Canterbury Youth Workers' Collective if appropriate ◆Person's willingness to share the ethos of the Anglican Church ◆Provision of a Curriculum Vitae ◆A covering letter.
Hold an Interview which should be well planned and structured.	<ul style="list-style-type: none"> ◆Minimum of 2 interviewers (<i>see appointment decision below</i>) ◆Interviewee may be invited to bring a support person/whanau

<p>Get Permission for Police Vetting if 17 or over.</p>	<p>◆Police Vetting: <i>The procedure outlined below has been agreed between the Police and the Diocese and avoids payment of fees.</i></p> <ul style="list-style-type: none"> i) The CYP SO obtains forms from the Parish Administrator/approved person. ii) Get them filled in and then return them to the Parish administrator/approved person, preferably in groups. iii) The Parish Administrator/approved person will pass on the information received from the Police to the applicant's designated parish representative, i.e., Vicar / Ministry Enabler and/or CYP SO. iv) The CYP SO will record that the results of the Police vetting have been received. (A person has the right to view and if necessary dispute with the Police any information held about them.) v) Where there is a record of sexual offending, the appointment is automatically declined. Otherwise Parish/ministry units should consider the type of offending, when the offending took place, rehabilitation of the offender etc.
<p>Check Referees – candidate should supply 3 referees one of whom should have known the applicant for at least 3 years.</p>	<p>These could include:</p> <ul style="list-style-type: none"> • Current or previous employer(s) • Current or previous church leader e.g., Vicar, Youth leader. • Person who can attest to ability to work with children and/or young people • Someone the applicant didn't initially list but whom the applicant agrees may be approached, e.g., previous employer.
<p>Make a Decision. The CYP SO and at least 1 other person nominated by the vestry shall be involved in the recruitment process and appointment decisions.</p>	<p>The appointment panel could include:</p> <ul style="list-style-type: none"> • People with qualifications/experience in working with children and young people, e.g., teacher, health nurse etc. • An independent person, e.g., youth advocate, children's advocate or appropriate person from another church etc. <p><i>It is important to take account of gender and cultural considerations.</i></p>

The panel must ensure that church and legal requirements are met. For example the panel cannot discriminate illegally against any applicant under the provisions of the Human Rights Act 1993. It is within your rights to appoint a Christian who is committed to the ethos of the Anglican Church to serve in a ministry/teaching role.

**Remember to contact Diocesan CYP SO co-ordinator
If you have ANY concerns.
Email hascypso@anglicanlife.org.nz**

Recruitment of Assistants

Procedures	Recommended Practice
Keep a record of the recruitment process.	♦Complete a Checklist for each person being considered. <i>See notes re: privacy (storage of information etc.) Info in the privacy act</i>
Give written information about the task and expectations to each person concerned.	♦Position/job description – this can include simple things like the time that would be involved, expected attendance at training meetings, what resources are to be used, how to be reimbursed for materials, who will provide backup and support, whom you should ring if you are sick or unexpectedly unavailable.
Provide an Application Form.	The application form should be tailored to suit the needs/requirements of your parish/ministry unit for the particular task and may vary in formality but should include: <ul style="list-style-type: none"> • Motivation for working with children and young people • Personal experience/skills to work with children and young people. • Additional information available from Children’s Action plan.govt.nz
Interview the person. This may be informal.	♦Time should be set aside to outline the role and assess the person’s suitability for it.

<p>Get Agreement for Police Vetting if 17 or over.</p>	<p>◆ Police Vetting: The <i>procedure outlined below has been agreed between the Police and the Diocese and avoids payment of fees.</i></p> <ul style="list-style-type: none"> i) The CYP SO obtains forms from the Parish Administrator/approved person. ii) Get them filled in and then return them to the Parish administrator/approved person, preferably in groups. iii) The Parish Administrator/approved person will pass on the information received from the Police to the applicant's designated parish representative, i.e., Vicar / Ministry Enabler and/or CYP SO. iv) The CYP SO will record that the results of the Police vetting have been received. (A person has the right to view and if necessary dispute with the Police any information held about them.) v) Where there is a record of sexual offending, the appointment is automatically declined. Otherwise Parish/ministry units should consider the type of offending, when the offending took place, rehabilitation of the offender etc.
---	--

<p>Ask for two character referees one of whom who should have known the person for at least 2 years.</p>	<p>◆Contact referees about person's suitability for the particular job and especially suitability to work with children/young people as appropriate</p> <ul style="list-style-type: none"> • Additional information available from Children's Action plan.govt.nz
<p>Make a decision.</p>	<p>◆The CYP SO and the appropriate children's or youth ministry leader should make the decision. ◆Vestry should be notified of the decision.</p>

Recruitment of Special Events Workers/Speakers

Just as a teacher must stay in a classroom when a visitor is present, so must a Leader or Assistant stay with a visiting worker, unless that person is known to have been cleared to work safely with children and young people.

Procedures	Recommended Practice
Check Suitability.	◆Get a written or verbal reference provided by an appropriate person who can attest to the suggested worker's character and relevant skills
Issue an Invitation.	◆The children's or young persons' leader wishing to issue an invitation should consult with the CYP SO and/or the vicar or vestry
Get evidence of appropriate qualifications.	◆Eg, Instructor's qualification, current first aid certificate ◆This is crucial with all activities involving a moderate to high degree of risk.
Meet with worker	◆Time should be set aside to clarify expectations

Use of Helpers

It is understood that for practical purposes it will be necessary from time to time to have help from other people to fill in for absentees at late notice, or to provide extra assistance in the crèche on a busy day, for examples.

Because these people will be working either **in the presence of or under the direct supervision** of Leaders or Assistants they will not be expected to have undergone any form of police checking.

However, if such people become **regular** Leaders or Assistants for any activity, and/or their task involves their being alone or unsupervised for more than just a very brief time, **then the Police Vetting procedures must be followed.**

**Remember to contact the Diocesan CYP SO
co-ordinator if you have ANY concerns**

Conditions of Appointment

Upon appointment the worker is entitled to appropriate conditions, training and supervision to ensure best practice standards.

Employed Workers (paid)

A sample Employment Agreement is available from the Diocesan Manager and Diocesan Youth Adviser. This covers all legal requirements from the Employment Relations Act and other relevant employment legislation. It also covers important considerations including role descriptions and work environment.

Note: Special conditions apply to Stipendiary Workers.

Voluntary Workers (unpaid)

Voluntary workers could be **Leaders** or **Assistants**. Parishes/ministry units should use their discretion in applying the items listed below.

1.	Volunteers shall be offered the position (this may be in writing)
2.	<p>Position Description</p> <ul style="list-style-type: none"> ◆ Job title ◆ Aim of position and person(s) ◆ Key tasks ◆ Hours of work ◆ Accountability ◆ Allowances (if applicable) ◆ Review procedures ◆ Confidentiality ◆ Training and supervision <p><i>Every volunteer shall sign a Position/Job Agreement stating they are prepared to comply with parish/ministry unit and/or Diocesan requirements.</i></p> <p><i>Parish/ministry unit requirements/policies that volunteers must be aware of include:</i></p> <ul style="list-style-type: none"> • Health and Safety issues • Termination • Sexual Harassment • Discrimination • Complaints procedure
3.	<p>Work Environment</p> <p>Aspects to consider include:</p> <ul style="list-style-type: none"> ◆ Meeting areas ◆ Access to resources and equipment e.g., funding, photocopier, cell phone, library, computer, sports equipment, toys etc.

Supervision

<p>Support and Oversight Oversight provides the opportunity for workers to discuss the programme being undertaken and issues of working effectively and safely with the children and young people in their care.</p>	<ul style="list-style-type: none"> • All workers should meet on a regular basis for support and oversight with their appointed supervisor/leader.
<p>Supervision Supervision offers the person external support and the opportunity to reflect on their personal and work life, and on their faith journey.</p>	<p>All paid workers and those who hold a Bishop's Licence:</p> <ul style="list-style-type: none"> • should have the opportunity to access professional supervision. <i>This is a requirement for all who hold a Bishop's Licence.</i> • should be able to select their professional supervisor. • The parish/ministry unit shall be responsible for any costs associated with this.
<p>Spiritual Direction Spiritual Direction focuses on the personal spiritual journey.</p>	<ul style="list-style-type: none"> • This is recommended for all those holding a Bishop's Licence. • Should be with a trained Spiritual Director

Application for Employment with

This is to be personally completed by the applicant. No information will be disclosed to a third party without your authorisation, except as required by law. Information on successful candidates will form part of the employment records. Information on unsuccessful candidates will be confidentially destroyed after 12 months.

Failure to complete all questions truthfully will render this application invalid and should you have been successful in your application, will be grounds for instant dismissal. Any false information given in the pre-existing injury or condition section of this form may also result in the loss of entitlement to any compensation from ACC, as provided in Section 7 of the Accident Rehabilitation and Compensation Insurance Act.

You have the right to access personal information held by ----- and may request correction.

Declaration: I have read, understand and agree to the foregoing:

Signed: _____ Date: _____

Position Applied For: _____

First Name: _____ Last Name: _____

Any previous name/s: _____

Phone: (Day) _____ (Evening) _____

Are you a citizen of New Zealand Yes | No (please circle)

If No, do you hold a current work permit? Yes | No (please circle)

Are you currently enrolled for KiwiSaver: Yes | No (please circle)

Work Experience / Voluntary

1) Employer: _____ Date: _____

Position held: _____ Reason for leaving: _____

Other details: _____

I agree / do not agree to this employer being contacted for reference checking purposes.

2) Employer: _____ Date: _____

Position held: _____ Reason for leaving: _____

Other details: _____

I agree / do not agree to this employer being contacted for reference checking purposes.

3) Employer: _____ Date: _____

Position held: _____ Reason for leaving: _____

Other details: _____

I agree / do not agree to this employer being contacted for reference checking purposes.

4) Employer:

Date:

Position held:

Reason for leaving:

Other details:

I agree / do not agree to this employer being contacted for reference checking purposes.

5) Employer:

Date:

Position held:

Reason for leaving:

Other details:

I agree / do not agree to this employer being contacted for reference checking purposes.

What can you tell us about yourself that makes you an ideal candidate for the position?

.....
.....
.....

Education

Schools attended and dates:

.....
.....

Other educational institutions attended:

.....
.....

Qualifications attained

.....
.....

Interests and Hobbies

.....
.....

Attendance

Do you suffer from any illness, injury or other disability which may adversely affect your performance, regular attendance, personal safety or the safety of others?

Yes | No If yes, please provide brief details

.....
.....

Do you have any commitments or interests which may interrupt your regular attendance at work?

Yes | No If yes, please provide brief details

.....
.....

Court Convictions / History Check

Have you ever been convicted in a court in New Zealand or any other country? Yes | No.

Are there any charges against you pending? Yes | No.

If the answer is yes to either of these, please provide brief details:

Consent to undertake a Criminal Conviction History or Police Vet, using the required forms:

Yes | No.

General

If your application is successful, when would you be able to commence employment?

Referees

Please list two work and one personal referees whom we may contact for a personal reference.

1) Name: _____ Association: _____

Phone: _____ Mobile: _____

2) Name: _____ Association: _____

Phone: _____ Mobile: _____

3) Name: _____ Association: _____

Phone: _____ Mobile: _____

4) Name: _____ Association: _____

Phone: _____ Mobile: _____

Declaration

I have personally completed this application for employment and declare that the information provided in this application (and resume where provided) is correct. I understand that should I be successful in my application, falsification or deliberately misleading information or any material suppression of information will be grounds for instant dismissal.

Signed

Date

Please forward this application form and a copy of your CV to:

Organisation:

Name:

Email:

Address:

Ph Number:

APPLICATION FORMS

(from <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Recruitment-Safer-Children.pdf>)

A standard application form is an important source of information about a candidate and can also be cross-referenced with other sources. It should always be used in addition to a CV.

It is recommended that application forms include space for the candidate to provide:

- Personal details, including their name, any previous names and their current address. This information will be important for verifying a candidate's identity.
- Details of any relevant academic or vocational qualifications, including the date received and the awarding body or institution.
- A chronological list of previous employment (both voluntary and paid) with commencement and end dates. The candidate should give details of the last five positions they have held. There should be space for the candidate to explain any periods when they were not in employment, education or training.
- Their reason for leaving these previous jobs.
- Contact details for any referees and the relationship between the candidate and each referee.
- A general consent to contact the referees provided or any other person or organisation necessary to gather information to assess the candidate's suitability for the position.
- Consent or non-consent for the current employer to be contacted (some candidates may only consent to their current employer being contacted if the candidate is the preferred candidate).
- A declaration of whether or not they have been convicted of a criminal offence, which is not eligible to be concealed under the Criminal Records (Clean Slate) Act 2004 and space to provide an explanation.
- Consent to undertake a Criminal Conviction History Check or Police Vet, using the required forms.
- Any other necessary disclosures. For example, details of their professional registration status and any previous employment or professional disciplinary history that could be relevant to child safety.

For a sample application form see www.childmatters.org.nz or www.childrensactionplan.govt.nz

- Or see template provided

Interview Questions

(from <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Recruitment-Safer-Children.pdf>)

Interviewers should use a pre-planned question programme designed to get candidates to describe their own past behaviours, beliefs and attitudes. Avoid using many closed questions. These are questions that invite a yes or no answer and generally start with words like did or have. Yes or no answers seldom provide very useful information. Closed questions may make candidates feel as if they are being interrogated. This could lead them to become defensive and less forthcoming in their responses. Asking questions about past actions can be very helpful. While hypothetical questions can be useful to assess the way a person thinks, such questions tend to get hypothetical responses, which are often theoretical or idealised rather than a true reflection of the candidate. Instead, where possible, ask candidates to describe a specific example from their own experiences.

Questions should be designed to give information about the:

- Candidate themselves.
- Candidate's views on disciplining children and keeping safe around children.
- Candidate's attitudes.
- Candidate's experiences and relationships in working with children.

Questions that provide information about the candidate themselves:

- All qualifications and experience and how these relate to the role the candidate is applying for.
- The child protection training that the candidate has received.
- The training the person has had in child and adolescent development.
- Whether complaints have ever been made about the candidate's professional practice and how they have responded to them.
- How they would describe their own personality.
- Whether they have ever been convicted of an offence.
- Whether the candidate has ever been the subject of a complaints procedure during their employment.
- Reasons for leaving previous jobs.
- Why they applied for this position.

Look for:

- Honesty.
- An understanding of the needs of children.
- A real interest in this job.
- Personal awareness.

Be wary of:

- A self-view that is very different from how others describe the candidate.

Questions that explore the candidate's attitudes:

Ask whether there has ever been a time when the candidate has had to deal with the following situations, and discuss the process and outcome. If that situation has not arisen, ask what the person would do if:

- A child or young person disclosed abuse.
- A child or young person lied to them or asked them to keep an inappropriate secret.
- A child or young person was cheeky.
- A child or young person hit them.
- They discovered two children fighting or engaged in sexual play or who had stolen property.
- A child or young person invited them to become involved in intimate or touching behaviour.
- A child or young person threatened to make a false allegation of abuse about them.

Look for:

- Attitudes showing respect for children and an understanding of appropriate ways of interacting with them.
- Openness and readiness to involve other people.
- A willingness to act on information that suggests a child might be at risk.

Be wary of:

- Indications of blaming or belittling children.

Questions that indicate the candidate's views on child safe practice:

- How they believe children should be disciplined.
- Their thoughts on being alone on the job with children and young people.
- The chances of abuse allegations being made about them, if they were accepted for the job.
- How to comfort a child or young person who has been hurt or needs consolation.

Look for:

- Understanding of safety around children.
- Understanding the needs of children.
- Understanding professional roles and behaviour.

Be wary of:

- Rigid and punitive attitudes.

Questions that describe the candidate's experiences and relationships in working with children:

- What rewarding experiences they have had working with children.
- What difficulties they have encountered and how they overcame these.
- The exact nature of their previous work with children.
- The parts of that work they liked and disliked and the reasons for this.
- Whether they have ever taken a child they work with to their house and why.
- What they think constitutes professional practice when working with children.
- Other relationships they have with children outside the working or volunteer environment.
- The reason they think they get along with children or why children like them.
- The kind of relationships they hope to develop with the children and families in this organisation.

Look for:

- An understanding of boundary issues regarding themselves and children.

Be wary of:

- Lack of understanding of boundary issues regarding themselves and children.
- Lack of a sense of personal responsibility towards the safety of children.

Section 8

Additional useful resources	Page 112
Vulnerable Children's Act	Page 113-115
Safe Here	Page 116
How Can I Tell	Page 117 - 120
Self Harm	Page 121 -133
Privacy Act	Page 134 - 136
Paramountcy Principle	Page 137
Acknowledgements	Page 138

Additional Useful References

- The Ethical Conduct And Complaints Procedures of the Diocese of Christchurch Statute, Section E32:
http://www.chch.anglican.org.nz/content/library/Dio_Handbook_Section_E1.pdf
- ABC Guide to Safety – go to <http://www.strandz.org.nz/?sid=12> click on the topic of interest and scroll to the bottom of the page.
- Safe Here safety management system - www.safehere.org
- [Childrensactionplan.govt.nz](http://childrensactionplan.govt.nz)
- Breaking the Cycle - an inter-agency guide to child abuse – Child Youth Family Services
- Oranga Tamariki – Ministry for Vulnerable Children
www.mvot.govt.nz
- Canterbury Youth Workers' Collective *Code of Ethics* (relevant for those working with young people)
<http://www.cywc.org.nz/ethicsintro.html>
- Netsafe – the NZ organisation that has comprehensive information and suggestions for forming policies around the issues of cybersafety for children, young people and adults.
netsafe.org.nz
- Comprehensive toolkit of Outdoor Education or Events forms from the Ministry of Education NZ
<http://eotc.tki.org.nz/EOTC-home/EOTC-Guidelines/Tool-Kit>



About the Vulnerable Children Act 2014

On 1 July 2014 the Vulnerable Children Act and other associated legislation passed into law. The Act forms a significant part of comprehensive measures to protect and improve the wellbeing of vulnerable children and strengthen our child protection system.

The reforms were proposed in the White Paper for Vulnerable Children and the Children's Action Plan, which were released in October 2012 after significant consultation with the public that resulted in almost 10,000 submissions.

The Children's Action Plan and the Vulnerable Children Act 2014 rest on the belief that no single agency alone can protect vulnerable children. For the first time, five chief executives of government agencies are jointly accountable for acting together to develop and implement a plan to protect our children from harm, working with families/whānau and communities.

A number of measures have been enacted to keep our children safe. These include standard safety checking for paid staff in the government-funded children's workforce and new requirements for government agencies and their funded providers to have child protection policies.

The Vulnerable Children Act, and two other related Acts amending the Children, Young Persons, and Their Families Act and the KiwiSaver Act, were developed by a multi-agency team of officials from the Vulnerable Children's Board group of agencies.

The measures in the Vulnerable Children Act 2014 contribute to the Government's Better Public Services result to reduce the number of physical assaults on children.

The legislative changes are going to take time and will be phased in over several years, together with other Children's Action Plan initiatives, including the roll-out of further Children's Team sites and common competencies for all children's workers.

Altogether, the changes provide a framework for professionals from the different sectors to work better together to help children. By breaking down the barriers to information sharing and cross sector working, and brokering more targeted service provision, we can ensure children get better access to the services they need.

The National Children's Directorate is coordinating implementation of the Vulnerable Children Act across government agencies and state services (including the Ministries of Education, Health, Justice, Social Development, NZ Police, DHBs and School Boards).

Further communication will follow about how and when the changes will affect people, and the support that is planned to help make the changes as easy as possible.

If you have any questions, please contact: admin@childrensactionplan.govt.nz

SUMMARY OF VULNERABLE CHILDREN'S ACT CHANGES

Joint accountability: Chief Executives from the Ministries of Education, Health, Justice, Social Development and the NZ Police must jointly develop and report against a vulnerable children's plan to collectively achieve the Government's priorities for vulnerable children. The plan will be reviewed every three years and reported on annually.

Child protection policies: certain state services and their contracted or funded providers of children's services must adopt child protection policies, covering the identification and reporting of child abuse and neglect. In addition to the five government agencies, this requirement applies to the Ministry of Business, Innovation and Employment, Te Puni Kōkiri, district health boards, boards of trustees of state and state-integrated schools, and sponsors of partnership schools kura hora.

The overarching purpose of the child protection policies is to provide information and processes to improve the identification and reporting of child abuse and neglect.

- The requirement for child protection policies applies "as soon as is practicable" for government-funded service providers, except for schools which will be subject to this requirement at a later date – within two years.
- Embedding the new child protection policies will take time and the National Children's Directorate will support each sector to improve their practice.
- As part of this process, each government agency will guide organisations in their sector on how to assess their current policies and ensure they meet the new expectations.
- We want to ensure all organisations implement high quality policies that safeguard the children accessing their service.

Safe children's workforce: the Act introduces new requirements to ensure children are safe with the people who work with them by implementing:

- a new standard safety check for all paid staff in the government-funded children's workforce,
- workforce restrictions preventing people with certain serious convictions from roles that involve working alone with, or with primary responsibility for, children. This restriction is subject to an exemptions process.

These requirements will be phased in over several years, with more detail on implementation to be developed over coming months. In the meantime, government agencies and sector representatives will work together to:

- Determine what the legal requirements for the standard safety check should be and how best to articulate these in a clear - way in regulations
- Implement the exemptions process for the workforce restriction, to ensure a timely process is available for all affected workers
- Decide how to support implementation of the new requirements in each sector, including guidelines and specialised training if necessary.

SUMMARY OF CHANGES TO CHILDREN, YOUNG PERSONS AND THEIR FAMILIES ACT AND KIWI SAVER ACT

Alongside the Vulnerable Children Act, amendments to the CYPF Act and the KiwiSaver Act include:

Safety of subsequent children: ensure the safety of subsequent children of adults who have had a child or young person permanently removed from their care due to abuse or neglect, or where the adult has been convicted of the murder, manslaughter, or infanticide of a child or young person in his or her care

Special guardianship: provide more security and stability for children entering 'Home for Life' placements through new special guardianship provisions

Child-centred care and protection: ensure a better future for children receiving a Child, Youth and Family response, through a more child-centred approach

Kiwi saver: improve the long-term financial future of children in care by enrolling them into KiwiSaver and make relevant KiwiSaver decisions without needing the consent of other guardians

Disabled children: ensure all options for support and in-home care are considered for children and their families/whanau before making any decisions about out-of-home care.

Who do we contact if we need help?

For more information visit the Children's Action Plan website:
www.childrensactionplan.govt.nz

If you have any questions, please email: admin@childrensactionplan.govt.nz

SAFE HERE

SafeHere uses the Safety Management System, developed in partnership with ChildSafe Ltd., to tackle the systemic safety shortcomings which can cause harm to an individual, when they are in the care of an organisation, by identifying three critical processes - **Appointment, Training and Control**. The safety of children and youth continues to be high on our agenda but minor changes have been made and our manuals have been **rebranded 'SafeHere'**, to better assist those working with a wide variety of age groups.

Whatever the age group, whatever the environment (church, school, club, sports team, care group), our aim is to help you have **'Safe People and Safe Programs'**. We can offer you an affordable set of tools for safety management which, although primarily for use with children and young people, is equally relevant for use with any age group in a variety of situations. **Safety Management Online is a 'not to be missed' tool for those taking record keeping, online training and planning seriously.**

This system is offered as an agreement between the Anglican Diocese and Safe Here it is coordinated by STRANDZ **contact details below.**

Strandz Enabler

Diana Langdon

Children and Families Ministry Enabler
for the Anglican Dioceses of NZ

diana@strandz.org.nz

www.strandz.org.nz

027 532 9581

(04) 387 9377

Safe here is a great programme to sign up to if you have four or more people involved between your Children's and Youth programmes. There is an annual fee of \$60 (approx.) per year and a small fee per person. It has reporting, training and other online systems to help keep your programmes up to date in safety.

How Can I Tell:

(Summarised info from information on the Oranga Tamariki website)

Reporting child abuse:

It is very important to take action if abuse is suspected.

When you report this it may: Ensure that the abuse stops, Protect children from further harm, ensure children receive professional help as soon as possible. **SAVE A CHILD'S LIFE.**

It is the responsibility of the authorities to investigate the situation and determine the child's condition.

You should report any suspicions that a child has been or is being abused, you do not need proof.

Your suspicions may include:

What you saw

What you heard

What the child told you

What someone else told you (Be careful with this one)

When to report:

It is best to report your suspicions immediately. The child may need immediate protection or medical attention.

As well there may be certain physical signs of abuse such as bruising or scars, which could be used as evidence.

Useful to keep a written copy of all the telephone calls, letters and notes, including dates, times and observations and exactly what was said.

It is essential the when reporting what a child said that you report exactly what they say do not assume anything.

Who to report to:

Police, duty social worker at your nearest Oranga Tamariki office, call 0508326459 all these services have 24hr help lines.

Even if your report proves false as long as it was given in good faith it is better to report than not to and a child is harmed further. Children have a right to be protected.

What happens after a report?

The appropriate authorities will take action, you should be informed of the outcome of the investigation.

What is physical abuse?

Physical abuse is a non-accidental act on a child that results in physical harm.

Physical abuse indicators:

Unexplained bruises, welts, cuts, abrasions in unusual locations e.g.. Face, lips, gums, mouth, eyes, torso, back, buttocks, back of legs, external genitalia.

Shape of injury e.g. specific marks of belt.

Unexplained burns – small circular burns on palms, soles of feet. Immersion burns, specific shape e.g. element, rope burns on neck, torso etc.

Unexplained fractures:

Skull, facial bones, spinal – bruising associated with these different colours indicating different stages of healing.

Multiple fractures

Fractures in very young children.

Others:

Bald patches on scalp.

Children's behaviour that could indicate physical abuse:

Cannot recall how the injuries occurred, or offers inconsistent explanations.

Is wary of adults.

May cringe or flinch if touched unexpectedly

May display a vacant stare or frozen watchfulness

May be extremely aggressive or extremely withdrawn

Displays extremely indiscriminate affection-seeking behaviour. For example, goes readily to strangers for nurturing.

May be extremely compliant or eager to please

Tries to take care of or protect the parents or caregiver

When at play, imitates negative behaviour or language e.g. spansks or yells at a doll

Is dressed inappropriately to hide bruises or other injuries

Runs away from home or is afraid to go home

Describes abusive situations

May regress

May indicate a general sadness. May show this in drawing and play

Could have a vision or hearing delay

Is violent to animals or other children

Adult behaviour

Maybe vague about details of cause of injury

May appear unconcerned about child

May blame the accident on other people or child

Explanation provided not believable given the age of the child

Disagreement between adults about how the injury occurred

May have unrealistic expectations of the child

Little or no knowledge of child development

Delay in seeking medical attention

Shakes the infant

Threatens or attempts to injure child

Is aggressive or violent towards other family members

Is aggressive towards the child in front of others

SEXUAL ABUSE:

Sexual abuse can occur within or outside the family and can be homosexual or heterosexual in nature. Most sexual abuse is perpetrated by someone the child knows and trusts.

Early warning signs

Children can be alerted to possible sexual abuse grooming, they should be encouraged to tell an adult if someone.....

Asks them to do things in private that involves physical contact – back rubs, massages.

Looks at or touches their body saying it is to see how they are developing.

“Accidentally” touches or brushes up against their body.

Comes into their bedroom or bathroom when they are undressed.

Says sexual things about their body or how they dress, either directly or by phone or internet.

Comes into their bedroom at night.

Asks them to keep this a secret.

(Remember indicators do not necessarily prove that a child has been abused. They are clues that alert us that abuse may have occurred and that a child may require help or protection.)

Physical Indicators

Refer to Oranga Tamariki – Ministry of Vulnerable Children.

www.mvot.govt.nz

70% of men who abuse their female partners also abuse their children.

“Children have never been very good at listening to their elders, but they have never failed to imitate them” James Baldwin

NZ has the third worst rate of death by child abuse and murder out of the 27 OECD countries.

Neglect

Is the failure to provide for the Childs basic needs, such as housing, nutrition, adequate supervision, medical and psychological care, and education.

Neglect is a pattern of behaviour which occurs over a period of time, and results in impaired physical functioning or development of the child.

Neglect causes both physical and emotional harm to the child.

Neglect may be characterised by:

Physical neglect- failure to provide the necessities to sustain the life or health of the child or young person.

Neglectful Supervision – failure to provide developmentally appropriate or legally required supervision of the child or young person, leading to an increased risk of harm.

Medical Neglect – failure to seek, obtain or follow through with medical care for the child or young person resulting in their impaired function or development.

Abandonment – leaving a child or young person in any situation without arranging necessary care for them and with no intention of returning.

Refusal to assume parental responsibility – unwillingness or inability to provide appropriate care of control for a child.

Physical, Behavioural and adult behaviour can indicate neglect

(Whenever a child is killed or seriously injured /hurt there is an adult who says “I was worried about that child, but didn’t know what to do.”)

Emotional Abuse

Emotional abuse occurs when a child’s emotional, psychological or social well-being is continually assaulted.

The effects of this form of abuse are not always visible. The long – lasting effects of emotional abuse may only become evident as a child becomes older and begins to show difficult or disturbing behaviours or symptoms.

“Never assume, it is essential to recognise all the indicators but they do not tell the whole story. Always be mindful of the strengths in a child’s life.”

Family Violence

Is the coercive and controlling behaviour by a family member that causes physical, sexual and emotional damage to others in the family.

Family violence includes threatening to harm people, pets or property, and causes family members to live in fear. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

The indications that children have been affected by family violence are also those covered in the physical, sexual, neglect and emotional abuse sections of the book.

For more information please refer to: Oranga Tamariki – Ministry of Vulnerable Children. www.mvot.govt.nz

Self harm: A Cry For Help

Self-mutilation isn't exactly a dinner-table topic. But cutting and piercings and self-harm are a growing phenomenon that parents and concerned family and friends simply cannot ignore. The problem is becoming more common among young people who lack self-esteem, have dysfunctional family situations, are experiencing extreme stress or pressure at school, or may have underlying mental and/or physical conditions.

Whatever the reason for the cutting, when it does occur, it's more than just a means of getting attention. Underneath it all is a profound cry for help.

Who Cuts?

It's easy to say that only a certain element of the population engages in this type of behaviour, but that would be simplistic and wrong. There's no way to pinpoint exactly who is a cutter and who isn't, from the standpoint of generalizations.

A cutter can be male or female, so there's no saying that one will do it more than the other. All you have to do is look at the number of individuals you see on the streets at any given time and it's easy to see that people with piercings, multiple tattoos, scars, cuts and other forms of self-harm are equally male and female.

It's also true that cutters can come in all ages, although the behaviour typically begins when the person is young, usually adolescence. Some cutters will continue to engage in self-harm for most of their lives, only ceasing the behaviour when they get treatment, perhaps for drug or alcohol abuse where the self-mutilation is dealt with on a co-occurring mental health disorder and treated simultaneously with the substance abuse.

Your own son or daughter, or sister or brother, other relative or friend or neighbour can be a cutter. You simply never know who it might be. The truth is that cutters live among us.

And they try desperately to keep you from knowing anything about what they do to themselves in private to cause harm.

Why Do People Cut?

An obvious question that many of us would like the answer to is why in the world anyone would ever deliberately inflict pain by cutting themselves? This is not an easy answer for several reasons.

First, why does anyone engage in any type of behaviour? It's a highly personalized trigger and likely based on unique circumstances. While some cutters have similar backgrounds and characteristics – dysfunctional family circumstances, living in poverty, drug and alcohol use, history of emotional difficulties and/or mental conditions – what causes one person to cut and not another can seem quixotic.

Generally speaking, cutting results from the confluence of a number of factors. It's a case of the perfect storm. When things build up to a certain point, there's only one release that the cutter knows he or she can turn to and that is cutting.

Cutters often say that when they feel empty emotionally, cutting is the only way they can feel something. Even though that something is pain, it is something they feel. Cutters also may want to punish themselves by inflicting self-harm, or to manipulate others.

Deliberate infliction of pain is something that the cutter controls. He or she knows exactly how much to cut, and where and when. The spurt of blood, the sharp pain, the barely healed scars

are all tangible signs that the cutting has done its job. The physical pain is one way to take the mind off other problems, while the scars are the reminder that the person has control over his or her body.

Cutting is also an act of rebellion, like the young person saying by his or her actions that no one can tell me what to do.

But it isn't only the kids from uptight, straight-laced or ultra-conservative families that cut. Kids that seemingly have it all – great parents, well-to-do families, good health, etc. – also engage in cutting.

Pain to Stop the Pain

It might seem counter-intuitive that a person would cut to stop the pain. Isn't the concept of deliberately inflicting self-pain in order to stop pain like a contradiction in terms? In reality, though, as previously mentioned, the cutter is well aware of just how much pain he or she can tolerate.

Cutting is a ritual that is performed almost as a Pavlovian response to pain, whether that pain is emotional, physical, psychological or social in nature. Cutting helps the individual to temporarily block out everything else, to concentrate on the exquisite self-torture and relief that cutting brings.

It does sound ridiculous to those of us who cannot possibly imagine engaging in such behaviour, but what we think or feel about cutting is really irrelevant. In fact, our own preconceived notions about cutting and cutters will stand in the way of us doing what we can and should to help the individual engaging in such behaviour.

Spotting the Signs

How do you really know if someone you care about is a cutter? Some of the signs will be obvious, if the cutter cannot cover them up or chooses not to. But others require some piecing together. Here are some of the common signs that an individual may be engaged in cutting.

Cutters frequently have visible scars, perhaps from burns, but mostly from cuts.

- Along with scars, cutters will often have fresh cuts or scratches, along with bruises and other types of wounds (including infected wounds).
- Broken bones may also be a symptom that an individual is engaged in self-harm.
- If a person constantly wears long-sleeved garments or pants, even during hot weather, it may be a sign that they're trying to cover up evidence of cutting.
- Someone who cuts may claim that injuries are the result of accidents or mishaps.
- Cutters may have relationship problems and spend a great deal of time alone.
- The constant presence of sharp objects is another danger sign that a person may be a cutter.

Who is most at risk of self-harming behaviours?

Anyone can be at risk of self-harming behaviours, but self-harm is more common in young people. Women are more likely than men to be hospitalised for self-harm.

Self-harm can be linked with different kinds of difficult emotions, or overwhelming situations and life events. There is no clear reason why some people self-harm and others do not. It can be connected with difficult experiences including:

- pressures at school or work
- physical, sexual or emotional abuse
- bullying
- money worries
- bereavement or grief
- friends, family or whānau members who don't support their sexuality or identity
- relationship breakups or losing friends
- an illness or health problem
- childhood trauma, abuse or neglect
- intense or difficult feelings, such as depression, anxiety, anger or numbness, that might be experienced as part of a mental illness
- being part of a group that self-harm
- problems in connection with family, whānau, friends or community.

Ignoring it Won't Make it Go Away

As with substance abuse, the temptation to ignore signs of cutting in young people or others is not going to make the behavior go away. If anything, if a cutter knows that you know about what is going on and won't do anything about it, the behavior will only continue.

You may think that if you say something about it and try to find out what's bothering the individual that it will only cause them to clam up. While this may be true, it doesn't mean that you're excused from your responsibility (especially if you are the parent or caregiver) to do all you can to help the person.

Getting back to the crux of the matter, cutting is a cry for help – even if the person doing the cutting is adamantly opposed to any outside interference.

Risks and Complications of Cutting

While there's no absolute way to pinpoint who will be a cutter, there are certain risk factors that come into play. One risk factor alone doesn't necessarily mean an individual will resort to cutting, but coupled with other risk factors, there's a definite possibility that cutting will be either contemplated or become part of the person's behaviour.

In the case of cutting, age may be a risk factor. Cutting often begins in the early teen years when children are experiencing volatile emotions, are under intense peer pressure, feel lonely and have conflicts with parents and other figures of authority.

- Abuse, sexual, physical or mental, being neglected in childhood – these are other risk factors for cutting.
- If an individual has friends (peers) who injure themselves, this may seem like normal activity within that circle. A person with friends that cut is more at risk to begin cutting themselves.

- Mental health issues put individuals at the highest risk of becoming cutters. These particularly include those who are highly self-critical and frequently experience negative emotions. Impulsive individuals, those with poor problem-solving skills, and those with certain mental illnesses (borderline personality disorder, post-traumatic stress disorder, substance abuse, depression, anxiety, and eating disorders) are also at risk for becoming cutters and self-injurers.
- Another risk factor common among cutters is substance abuse. Whether the substance abused is alcohol or drugs or some combination thereof, while under the influence, the risk is magnified that the individual will attempt self-harm, including cutting.

Complications arising from cutting include the following:

- The cutter suffers worsening feelings of guilt, shame and lowered self-esteem.
- The cutter may have infections as a result of the cutting or from sharing cutting implements with others.
- The cutter may have a life-threatening problem, such as massive blood loss, caused by the accidental (or deliberate) cutting of an artery or major blood vessels.
- The cutter may have to live with permanent scars or disfigurement.
- The cutter may accidentally or deliberately commit suicide. Cutters under the influence of alcohol or drugs or multiple substances may not intend to kill themselves, but while engaged in cutting, they're not in complete control of their faculties and could easily injure themselves fatally.

Treatment for Cutters and Self-Harm

Treatment for self-injury, including cutting, is personalized to the individual. For this reason, there is no one treatment that works for every individual. Cutting, especially, can become a major part of a person's life. In fact, it is often accompanied by mental disorders, some of which may be serious. This requires treatment by a mental health professional who's highly experienced in the treatment of self-injury.

- **Psychotherapy** – Also called talk therapy, psychotherapy is one of the treatment options that may be employed for cutting and self-injury. Such therapy seeks to identify the underlying issues that trigger cutting and to help manage them. Through psychotherapy, the cutter can learn skills to better manage stress, improve self-image, regulate emotions, and improve relations and problem-solving. Types of psychotherapy that may be utilized include cognitive behavioural therapy (CBT), psychodynamic psychotherapy, and dialectical behavioural therapy. In addition, group therapy and/or family therapy may be recommended.
- **Medications** – There are no medications specifically designed for the treatment of cutting or self-injury. But the cutter's doctor may prescribe antidepressants or other types of psychiatric medications as part of the overall treatment to help the patient manage symptoms of depression, anxiety, or other forms of mental health disorder commonly

occurring with self-injury. The concept behind treating with medications is that when the cutter begins to feel better about his or her self-image, they're less likely to want to continue to inflict self-harm.

- Hospitalization (psychiatric) – In extreme cases, where the cutter is deemed to be a threat to himself or herself, psychiatric hospitalization may be required. Repeated and/or severe instances of cutting may make this a necessity. The constant monitoring and more intensive treatment available at a psychiatric hospital can help the cutter get through a crisis. Such treatment may also be available at day-treatment facilities.

Tips on Coping with a Loved One's Cutting

There's no question that the cutter needs to get professional help. Parents, family members and loved ones and friends can also benefit from making use of proven coping methods.

It's important not to be judgmental about the cutter's behaviour or lifestyle. This does absolutely no good and can exacerbate the situation and jeopardize the person's healing process.

If the cutter is your child or loved one, the most important thing to remember is to let the person know that you love him or her regardless. Your love is not conditional. You will always love the person. It's important that you say this often and that you mean what you say. The cutter needs to hear it and believe you – even if they profess that they don't care. They really do.

It's stressful for you to go through a period where the cutter is undergoing treatment or is in recovery from cutting. You can't be expected to just swallow your feelings and confusion. You may need someone to talk to about what's going on, how to better cope with the situation, and to familiarize yourself with effective strategies you may be able to use later on in the cutter's healing and recovery process. The cutter's therapist or doctor may be able to recommend local support or self-help groups for the parents and other loved ones of cutters.

If You Suspect Cutting, Answer the Cry for Help

In the end, if you suspect that someone you love – your child, spouse, loved one or friend – is engaging in cutting behaviour, you owe it to that person and to yourself to answer the cry for help. It is most likely a covert cry, one that the cutter doesn't even know is being issued, but it is a plea for assistance nonetheless.

You don't have to be a bully about helping the individual. Rather, learn all you can about cutting and self-injury and inquire from a medical professional the best way to enlist help for the cutter.

The reality is that unless cutters do get treatment to learn how to deal with their emotional distress, lack of self-esteem and other issues, cutting behaviour will continue. It is a difficult, but not impossible, habitual behaviour to overcome. Being loving and supportive during the individual's treatment and healing and recovery process is one of the best things you can do.

But, above all, do it now. There's literally no time to waste, not when the very life of the person you care about may be in jeopardy.

Ways to help if someone is cutting themselves.

Here are some things that you can try to help a friend or someone you know who cuts:

- **Talk about it.** You've asked about the cuts and scratches — and maybe your friend changed the subject. Try again. Let your friend know that you won't judge and that you want to help if you can. If your friend still won't talk about it, just let him or her know the offer stands and you are open to talking anytime. Sometimes it helps to let a friend know that you care. Still, even though you do your best, your friend might not want to talk.
- **Tell someone.** If your friend asks you to keep the cutting a secret, say that you aren't sure you can because you care. Tell your friend that he or she deserves to feel better. Then tell an adult in a position to help, like your parents, a school psychologist or counsellor, or a teacher or coach your friend is close to. Getting treatment may help your friend overcome the problem. Studies show that 90% of those who self-injure are able to stop within a year of beginning treatment.
- **Help your friend find resources.** Try to help your friend find someone to talk to and a place to get treatment. There are also some good books and online support groups for teens who self-injure. Mental Health Foundation – www.mentalhealth.org.nz is one
- **Help your friend find alternatives to cutting.** Some people find that the urge to self-injure passes if they squeeze an ice cube in their hand really hard, draw with a red marker on the body part they feel like cutting, take a walk with a friend (you!), rip up old newspapers, stroke their cat or dog, play loud music and dance, or find another distraction or outlet for their feelings. These strategies don't take the place of getting professional counselling, but they can help in the short run.
- **Acknowledge your friend's pain.** Let friends who cut know that you get what they're going through by saying things like, "Your feelings must just overwhelm you sometimes. You've been through a lot — no wonder you hurt. I want to help you find a way to cope that won't hurt you anymore." Try to avoid statements that send the message you don't take your friend's pain seriously (such as "But you've got such a great life" or "Things aren't that bad," which can feel dismissive to a person who cuts).
- **Be a good role model.** Everyone experiences painful emotions like hurt, anger, loss, disappointment, guilt, or sadness. These emotions are part of being human. Coping with strong emotions — instead of dwelling on them and continuing to feel bad — involves a few key skills, like knowing how to calm yourself down when you're upset, putting feelings into words, and working out solutions to everyday problems. Be the kind of person who can do this and your friend will learn from you.

Things to Avoid

Here are things to avoid doing or saying:

- **Don't deliver an ultimatum.** The best thing friends can do is to be there for each other, accepting and supporting one another without judgment. Try to avoid issuing deadlines or ultimatums to people who self-injure (for example, don't tell them you won't be a friend if they don't stop cutting). This strategy doesn't work and it just puts pressure on everyone. Let your friend know that you'll always be there to talk to.
- **Don't accidentally reinforce the behaviour.** Among some people, cutting can have a certain mystique. If you're concerned about a friend who cuts, don't let your friend buy into the notion that the behaviour is a sign of strength, rebellion, punk chic, or simply a part of his or her personal identity. Don't reward drama with too much attention.
- **Don't join in.** A few people may try to get others to cut as a way to be part of the group or to seem cool. They might dare you or try to convince you to cut to see how it feels. Don't let peer pressure pull you into doing something you know isn't right for you. Someone who tries to pressure you probably isn't a true friend after all.

How Important Is It to Help?

People who cut usually don't intend to injure themselves severely, and cutting isn't usually a suicide attempt. Most of the people who cut themselves say they don't mean to die and that they know when to stop.

But even when suicide is not the goal, cutting can still cause severe injury or death. People who self-injure risk infections, scarring, and shock (from blood loss), and they can die as a result of extreme injury or bad cuts that don't get treated promptly.

Without help, people who cut also may continue to feel socially isolated and depressed. People who self-injure may have other problems (such as eating disorders, obsessive-compulsive disorder, bipolar disorder, borderline personality disorder, or severe depression) that require long-term professional care.

By helping a friend address cutting problems, you may open the door for him or her to resolve other issues, too. The first step to getting help is usually the hardest.

Things you can say that may help.

Self-harming is not uncommon. If you self-harm you are not weak or crazy or attention-seeking. It just means you are overwhelmed by how you are feeling right now and this is a way you hope will help you feel better.

After self-harm you may feel better for a while, but the feeling won't last long. If you keep self-harming it can make things worse. It could harm your physical or mental health, or damage your relationships with other people. Self-harming behaviours can become addictive and hard to stop.

Tell someone what is going on

If you self harm, you may feel embarrassed about it, or worry that other people will judge you or try to make you stop if you tell them about it. Many people who self-harm keep it a secret for this reason.

If you're harming yourself it's very important to talk to someone you trust. If you don't want to talk to your health professional or someone you know, you can call a helpline where you will remain completely anonymous, yet be able to talk to someone who understands what you are going through.

- Call Lifeline on 0800 543 354
- Call Youthline on 0800 376 633, or text 234
- Call Healthline on 0800 611 116
- Call Samaritans on 0800 726 666
- Contact a doctor or your local mental health crisis service

In an emergency

If you have seriously injured yourself, taken poisonous substances or overdosed on medicine or medicines, it is important you see a doctor immediately. Call 111 and ask for an ambulance, or go to the emergency department (ED) at your nearest hospital.

If you are worried about your immediate safety when you have hurt yourself, or are trying not to hurt yourself, do the following:

- Call your local mental health crisis assessment team or ask someone to take you to an emergency department (ED) at your nearest hospital.
- If you are in immediate physical danger, call 111.

It's important to remember that you can seek help to stop self-harming. With support you can learn new ways to cope with your feelings without hurting yourself, even if you have been self-harming for a long time.

Important phone numbers:

- Lifeline – 0800 543 354
- Depression Helpline –0800 111 757
- Suicide Crisis Helpline –0508 828 865 (0508 TAUTOKO) For people in distress, and people who are worried about someone else
- Healthline – 0800 611 116
- Samaritans –0800 726 666 (for callers from the Lower North Island, Christchurch and West Coast) or 04 473 9739 (for callers from all other regions)
- Youthline – 0800 376 633, free text 234 or email talk@youthline.co.nz

- What's Up – 0800 942 8787 – for 5-18 year olds; 1 pm to 11 pm
- Kidsline – 0800 54 37 54 (0800 KIDSLINE) – for young people up to 18 years of age. Open 24/7.
- OUTLine NZ – 0800 688 5463 (0800 OUTLINE) – provides confidential support for sexuality or gender identity issues

Supporting someone who is self-harming

If someone tells you they are self-harming or they want to hurt themselves, take them very seriously.

- If they are seriously hurt or have taken any poisonous substances get help immediately. Call emergency services on 111 and ask for an ambulance, to take them to the emergency department (ED) at your nearest hospital.
- If you are worried they might be suicidal, ask them. It could save their life. Asking about suicide will not put the thought in their head.
- Ask them directly about their thoughts of suicide and what they are planning. If they have a specific plan, they need help right away. If the person is feeling unsafe, or you think they are at high risk, don't leave them alone. You could ask someone else to be with them when you need to leave or need time out.
- Ask them if they would like to talk about what's going on for them and be patient. Remember they might not want to open up straight away, but letting them know you are there for them is a big help.
- Support them to access professional help, like a doctor or counsellor. Go with them if possible.

How to support someone's recovery

To support someone trying to stop self-harming, it's important to identify the support they need, and also the support you need to be a source of strength for them. Know that you can't do everything, and you don't need to deal with this by yourself – remember it's ok to ask for help.

- You might need to be prepared to have difficult conversations about what's going on in their life and how they are feeling.
- Be prepared to be there, offer support and stay involved. Keep talking to them and don't avoid talking about the hard things in their life.
- If they don't want to talk with you, ask other people you both trust to support them – friends, family or whānau members, youth workers or others.
- Help them to access professional help, like a doctor or counsellor. You could offer to go with them or help them to make an appointment.
- If they would like you to, help them to make a plan of different ways they could cope when they feel like hurting themselves
- Let them make their own decisions about reducing or stopping their self-harm. Try not to judge their behaviour, but try to understand why they are self-harming.
- Encourage and support them to do what they enjoy and connect with others.
- Accept them for who they are and let them know you care.
- Support them to make plans for their future, solve problems and set goals.

Caring for yourself – for supporters of people who are self harming

Remember to take care of yourself when you are caring for others.

- Make sure you're getting enough sleep, eating properly and exercising.
- Be kind to yourself, and take time out when you need to. Being in this situation can be very difficult, and you can't do everything.
- Find someone you can talk to about this – a friend or family member you trust, or a counsellor.

How to build a support network

It's important to involve others to help you and the person you're supporting – don't try to do everything yourself.

To build a support network:

- Ask the person you're supporting to tell you what they need, what works for them and who should be involved.
- Your support network might include cultural elders, spiritual leaders or community groups they're part of, as well as friends, family and whānau.
- Bring the group together in a safe space.
- Talk openly and honestly about the situation.
- Develop a plan together to support the person – identify how different people can help. Get professional help if you need it. Talk to your local doctor, medical centre, community mental health team or counselling service.

A Window in to a Cutters World

"I've got to get away. Why do I even bother coming — no one cares that I'm here. I'm worthless. Nothing I say or do is ever right. I'm ugly, fat and lazy. I'll never amount to anything."

OK, so pep talks were never my strong suit. But what made those scathing inner monologues even more dangerous was how I'd try to silence the voices by "cutting." I would rush home, take a knife from my desk and escape to a private place where I'd carve wounds into my skin. Frantic self-abuse and physical pain drowned out the emotional pain I was feeling, if only for a short time. Nursing my wounds, I felt oddly comforted, guilty and aware that, next time, it would take even more pain to find that brief release. I was a freak with a secret. Little did I know how many teen cutters guard that same dark secret.

Experts call cutting "the new anorexia" because, like an eating disorder, it is a self-destructive attempt to control painful thoughts and unexpressed emotions. Current research places the number of self-injurers at about 4 percent of the general population, and as many as 10 percent of American teenage girls. Cutting is the most common form of self-harm, but up to 75 percent of all cutters rely on diverse methods, such as burning, pulling hair or punching walls.

In recent years, several books have been published on this topic. USA Network aired a TV movie about cutting and created an online lesson plan to provide resources to educators. Web sites and in-patient treatment programs such as SAFE (Self-Abuse Finally Ends) Alternatives have been developed to help the self-afflicted. Speaking of her own struggle with self-injury, the late Princess Diana shed light on cutting during a highly publicized 1995 BBC interview. She explained, "You have so much pain inside yourself that you try to hurt yourself on the outside because you want help."

Teens turn to self-injury as a way of dealing with emotional stress, usually stumbling upon self-abuse in a moment of desperation, rather than out of suggestion. A teen named Jamie said of her first experience, "It happened spontaneously. I picked up a piece of broken glass and cut my arm twice. It made me feel better because I could focus on one thing, injuring myself, instead of things that I couldn't control around me. That was something that I could control."

Some cutters avoid showing emotion, using self-abuse to express their hurt or anger. They often can't explain why they cut, or may simply lack the words to express themselves. "They have no language for their own feelings," says psychotherapist Steven Levenkron. "Cutting is the replacement for the absent language." Still others say they feel "dead" and turn to self-injury in order to be reminded that they're still alive. For them, enduring self-inflicted pain may seem like the only way they can feel anything at all.

Despite the way it may look, cutting is usually not a failed suicide attempt. Yet the progressive, addictive nature of the disorder can be life-threatening. The more desperate cutters become, the higher their risk of accidental suicide. Dr. Wendy Lader and Karen Conterio, directors of the SAFE Alternatives program, say one of the major reasons people seek them out is that they're petrified they'll go too far and accidentally kill themselves.

Journalist Marilee Strong, who interviewed more than 50 cutters for her book, *A Bright Red Scream*, says of self-injurers, "[They] are often bright, talented, creative achievers — perfectionists who push themselves beyond all human bounds, people-pleasers who cover their pain with a happy face." Often friends and family aren't aware that a loved one is cutting. It would seem the signs would be obvious, but cutters can be extremely creative at hiding their wounds. Here are some of the signs to look for in teens:

- Unexplained bruises, cuts, burns or freshly healed scars, especially if coupled with other signs of being troubled. Favorite excuses are "I cut myself shaving" or "The cat scratched me."
- A teen who describes herself as bored or unable to express emotions.
- Wearing long, baggy clothing in the summer to cover the body. Note any unusual desire for privacy, such as a reluctance to change in gym class.

- A normally outgoing person who retreats and doesn't want to talk to family and friends anymore.
- Talking a lot about death, "being bad" or "needing to be punished." Language that expresses low self-worth such as describing oneself as ugly, fat, lazy or worthless.

A common thread among self-abusers is that they've lost sight of the truth. One female cutter explains it this way: "When you construct your worldview on a series of misunderstandings, it's like building a skyscraper with the foundation out of plumb. A fractional misalignment at the bottom becomes a whopping divergence by the time you get to the top." Jesus used this same picture of a faulty foundation in His parable of the foolish man who built his house upon the sand (Matthew 7:26). Cutters can begin building their houses on the rock of Christ by turning to His word for truth and leaving their misperceptions at the foot of the cross.

If you know someone struggling with cutting or other forms of self-injury, there are ways to break this dangerous cycle. You can begin by encouraging them to choose a confidant who will be supportive, nonjudgmental and willing to listen when times get tough. Assuming you're that person, help them find a Christian counselor who has worked with cutters (Focus on the Family can refer you to one in your area). Getting professional help is critical because a cutter needs to know his "triggers"—things that make him want to hurt himself. A therapist can create a plan for handling those situations. For me, journaling and painting provided healthy ways to combat inner turmoil. Others may find it therapeutic to jog, dance or play a musical instrument.

At a spiritual level, intercede for that person and urge them to talk to God as well. Pray they'll know and believe the truth. Search the scriptures for verses that will offer comfort and strength when they start to feel overwhelmed. For example, when voices of self-deprecation threatened to take hold, I reminded myself that the Creator of the universe values me deeply. I am His workmanship (Ephesians 2:10) created in His image (Genesis 1:27) and made complete in His son, Jesus Christ (Colossians 2:10). He has bought me with a great price (1 Corinthians 6:20, John 3:16), calls me His friend (John 15:15) and desires a relationship with me (1 John 1:3).

I spent 10 years as a cutter. But that's not who I am today. Four years ago I told my roommate about my problem, which started me down the road to emotional recovery. With the help of friends and loved ones, I began to experience the truth of Christ's love. I remained blinded by deception until I believed the truth that God loved me passionately and created me for a purpose (Jeremiah 29:11). The secrecy ended. My wounds healed. And although some days can be a trial, I've never regretted my decision to walk away.

A person enslaved by a pattern of self-abuse does not have to stay there. It may take a long time to recover. There may be temptations to cut, or even lapses on the path of healing. Teens need to know that "God is faithful; He will not let you be tempted beyond what you can bear. But when [not if] you are tempted, He will also provide a way out so that you can stand up under it" (1 Corinthians 10:13). Someone breaking the habit of self-injury can still be hit with destructive thoughts and feelings of worthlessness, but simply remembering and believing the truth can go a long way toward setting them free. Addressing the Galatians, the Apostle Paul told God's people to "stand firm and do not let yourselves be burdened again by a yoke of slavery" (Galatians 5:1). For the young cutter, that yoke can feel absolutely overwhelming. But I am living proof that there is hope!

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Information gathered from:

Mental Health Foundation – www.mentalhealth.org.nz

Kids Health – www.kidshealth.org

Focus on the family – www.focusonthefamily.com

THE PRIVACY ACT

The Privacy Act has been setting the boundaries for our right to privacy since 1993. The Act mainly deals with the collection and disclosure of personal information. We explain the basic principles of the Act and its limitations, describe the complaints process, and look at ways in which the Act could be improved.

What the Act covers

The Privacy Act 1993 deals mainly with the collection and disclosure of personal information. It's more about information privacy than other aspects of privacy.

The Act has 12 principles that stipulate how information can be collected and used, and people's rights to gain access to that information and ask for it to be corrected.

Principle 1: Purpose of collection of personal information.

An agency may only collect personal information where it is needed to perform a function or activity of the agency.

Principle 2: Source of personal information.

The agency must collect the information directly from the person concerned. There are exceptions: for example, where the person agrees otherwise, or where the information is publicly available.

Principle 3: Collection of information from subject.

The agency must take all reasonable efforts to ensure the person is aware that the information is being collected, what it will be used for, the recipients of the information, whether the supply of the information is voluntary or mandatory, the consequences of not providing the information and the person's rights of access to and correction of the information.

Principle 4: Manner of collection of personal information.

Personal information must not be collected in an unlawful, unfair or intrusive fashion.

Principle 5: Storage and security of personal information.

The agency must ensure the information is protected against loss, misuse, or unauthorised disclosure.

Principle 6: Access to personal information.

Where the information can be readily retrieved, the individual is entitled to confirmation of whether the information is held, and to have access to it. There are exceptions, for example, where disclosure would prevent detection of a criminal offence, or would involve a breach of someone else's privacy.

Principle 7: Correction of personal information.

Individuals may request correction of information held. Where this is not agreed to by the agency, the individual may request that the information is tagged with a statement that the correction was sought and was refused.

Principle 8: Accuracy of personal information to be checked before use.

The agency must not use the information without taking reasonable steps to ensure it is accurate, up-to-date, complete, relevant and not misleading.

Principle 9: Agency not to keep personal information for longer than necessary.

The agency must not keep the information for any longer than it is needed for the purposes for which it was collected.

Principle 10: Limits on use of personal information.

Information collected for one purpose must not be used for any other purpose. There are exceptions: for example, where the agency reasonably believes the individual has authorised the further use, or that the information was from a publicly available publication.

Principle 11: Limits on disclosure of personal information.

The information must not be disclosed except in certain situations. These include where the disclosure is directly related to the purpose for which the information was collected, where the source of the information is a publicly available publication, and where the disclosure is authorised by the individual concerned.

Principle 12: Unique identifiers.



An agency must not assign a unique identifier to an individual unless doing so is necessary for the agency to carry out its functions efficiently. Where doing so is necessary, agencies must not use a unique identifier that has been assigned to that individual by another agency (the only exception is for certain taxation purposes).

Who it applies to

The Act covers government agencies, local councils, businesses, and individuals. There are some exceptions – for example, the news media, members of parliament, the Governor General, ombudsmen, and the courts are not covered by the Act.

The privacy law doesn't just apply to clients and customers – all personal information is covered, including information about employees. All organisations are required to have a privacy officer to deal with privacy issues.

The Privacy Commissioner provides advice and education on privacy, investigates complaints, evaluates new legislation that may impinge on an individual's rights, reviews data-matching programs, and issues codes of practice.

Codes of practice cover specific industries, agencies, activities, or types of personal information. Codes often adapt the provisions of the Act to a particular circumstance, group of organisations or type of information.

Two codes that most affect the lives of consumers are the Credit Reporting Privacy Code and the Health Information Privacy Code. Information about both these codes is on the [Privacy Commissioner's website](#).

Limitations of the Act

As the Privacy Act is a principle-based system, it is not enforceable in court. An aggrieved individual must make a complaint (see below) to the Privacy Commissioner alleging an "interference with privacy". The Commissioner has no powers to fine or prosecute anyone or order an organisation to pay compensation.

There is an important exception – principle 6 (Access to personal information) is enforceable in court if it relates to personal information held by a public sector agency.

The Privacy Act can't override other Acts that authorise or require personal information to be made available. Where it comes into conflict with the provisions of another Act, the other Act takes precedence. For example, schools must work within the Education Act. If the Privacy Act conflicted with the Education Act, the Education Act would override the Privacy Act.

The Paramouncy Principle

The Paramouncy Principle is that the child's best interest and welfare is the first and paramount consideration. The Care of Children Act outlines things a Judge must take into consideration when making orders around care and protection of children

Care of Children Act 2004

5 Principles relating to child's welfare and best interests

The principles relating to a child's welfare and best interests are that—

- (a) a child's safety must be protected and, in particular, a child must be protected from all forms of violence (as defined in [section 3\(2\) to \(5\)](#) of the Domestic Violence Act 1995) from all persons, including members of the child's family, family group, whānau, hapū, and iwi:
- (b) a child's care, development, and upbringing should be primarily the responsibility of his or her parents and guardians:
- (c) a child's care, development, and upbringing should be facilitated by ongoing consultation and co-operation between his or her parents, guardians, and any other person having a role in his or her care under a parenting or guardianship order:
- (d) a child should have continuity in his or her care, development, and upbringing:
- (e) a child should continue to have a relationship with both of his or her parents, and that a child's relationship with his or her family group, whānau, hapū, or iwi should be preserved and strengthened:
- (f) a child's identity (including, without limitation, his or her culture, language, and religious denomination and practice) should be preserved and strengthened.

Section 5: replaced, on 31 March 2014, by [section 4](#) of the Care of Children Amendment Act (No 2) 2013 (2013 No 74).

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Members of the committee responsible for compiling this document :

Anne Denniston	Diocesan Children and Young People's Protection Officer, Ministry Programmes and Services Committee, former secondary school Assistant Principal
John Harrington	Canterbury Youth Workers' Collective Co-ordinator, wide experience in youth work
Adrienne Shaw	Monitoring Committee, primary school teacher, Child Assault Prevention Project Co-ordinator
Phil Trotter	Diocesan Youth Adviser
Jane Zintl	Christchurch Community Law Centre, lawyer specialising in youth issues, experienced parish youth worker

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Diocesan Monitoring Committee

St Aidan's Child Protection Policy Development Committee

Diocesan Registrar / Manager

Update carried out (January-March 2009) by
Gillian Lynch – CYP SO Pastoral Support Worker
Phil Trotter – Diocesan Youth adviser
Jane Zintl – CYP SO Trainer, Being Trustworthy Trainer
Approved by Standing Committee March 2009

Update carried out (Dec 2016 – Feb 2017) by
Sue Sheaf
Donna Reid – CYP SO Coordinator
Advice received from
Sammy Mould – Youth Ministry Developer
Paul Heggum – Children's Ministry Developer
Approved by Standing Committee May 2017