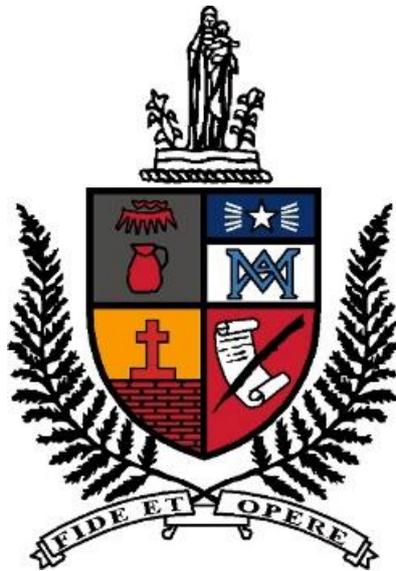


# St Bede's College



BEHAVIOUR POLICIES AND PROCEDURES



## St Bede's College Behaviour Policy

### St Bede's College Mission Statement

To provide young people (men) with the means to be educated with a Marist mind and heart.

### Introduction

St Bede's College is Catholic boys' school that has a roll of 786 students. The College recently celebrated its centenary and despite damage during the Christchurch earthquakes continues to strive to deliver a quality education that reflects the Special Character that is the basis of every aspect of College life. The College has a vibrant boarding school and a developing international student programme that adds to the cultural diversity of the Maori and Pacific Island students that attend the College.

The Behavioural Policy for the school is consistent and incorporated into the Six Pillars:

- Special Character
- Community
- Academic
- Sporting
- Cultural
- Boarding

### Our Vision

At St Bede's College we want to have a system that is fair, allows you to learn from your actions and recognise that there are clear consequences for inappropriate actions. Our system provides opportunities to learn and grow through both academic and general behavioural development. This also includes the opportunity to mend relationships between students, teachers, and their peers.

St Bede's College is a school where all staff and students should feel safe and secure. The Behavioural Policy is based on the principles and values inherent within our Catholic belief. Our aim is for all students to:

1. Treat other young people and adults with respect.
2. Speak politely to other people.
3. Have self-confidence and high esteem.
4. Take care of our school community and surrounds.
5. Engage in all opportunities to enhance individual performance and achievement.

The College aims to provide an environment where students can learn and teachers can teach. There is a direct link between the way young people learn and their behaviour. It is the job of staff to help and encourage the students understanding of socially acceptable and appropriate behaviour.



To encourage this, all staff will:

1. Model appropriate behaviour.
2. Treat all children and adults with respect.
3. Speak politely to each other.
4. Build student confidence and self-esteem through positive reinforcement.
5. Recognise student effort and achievements on a regular basis and celebrate success.
6. Work in partnership with parents.

### **St Bede's College Code of Conduct**

St Bede's College students are required to:

- Respect themselves and others.
- Follow directions and requests regarding behaviour, uniform, appearance and punctuality.
- Wear the correct uniform for the time and/or event.
- Maintain a neat and tidy appearance while associated with the College.
- Physical and verbal aggression is not acceptable under any circumstances.
- Attendance and participation at the College and associated events is expected.
- Illegal activities are not accepted at any time. This includes possessing, using and/or supplying alcohol, drugs and weapons.
- Respect and engage with the special character of the College.
- Comply with classroom rules:
  - Follow the teacher's instructions promptly
  - Arrive on time, prepared and ready to work
  - Respect yourself, other people and property by:
    - ✓ Treating others as you would wish to be treated
    - ✓ Speaking politely to all others
    - ✓ Respecting the ideas and contributions of other students in the class

### **System for Reinforcement of Positive Behaviours**

St Bede's College aims to support students to engage in positive behaviours at all times within the school community. There are a range of ways these behaviours are reinforced including:

- Weekly Notes (Honours, Top Notes, Scholarship).
- Rewards through the House System at the Individual, Tutor Group and House Group levels.
- Affirmation through daily notices, newsletters, house meetings, assemblies e.g. Bedean of the Week.
- House competitions and events.
- Progress reports and full reports.
- Target – forward interviews.
- Individual Year 9 and 10 interviews during Terms One and Two.
- Parent – Teacher interviews / conferences.



- Inclusion in masses, benediction, variety concerts, College productions and sporting events.
- PB4L / Bedean Learning Environment (BLE) is in operation throughout the school with staff able to give acknowledgements electronically and the BEDES (*Be courageous, Everyone matters, Develop faith, Embrace opportunity and Strive to succeed*) well embedded among the students and visible throughout the College.

### **Management of Inappropriate or Unacceptable Behaviours**

St Bede's College has a number of policies outlining expectations and management of various issues. Please refer to the policy documents (listed below) for full details.

- Code of Conduct (including College, individual clubs and sports clubs' codes)
- St Bede's College Drug and Alcohol Procedures
- Statement on Unauthorised Use and Transmission of Images
- Procedures for Dealing with Incidents Involving Bullying
- Procedures for Surrender and Retention of Property
- Reporting Process for Suspected or Disclosed Abuse
- Actions That May Bring the School into Disrepute
- St Bede's College Complaints Policy
- Boarding School Policies 2015

### **Investigation of Reported Incidents or Events**

#### **Purpose**

The Board of Trustees and Senior Management of the College are charged with ensuring that the actions of individual members of the College community are in keeping with the College's Code of Conduct and the standards that it is based upon. This also includes those associated with the College such as parents, coaches and managers. When an incident or event is reported to College staff, this will be investigated in accordance with the policy outlined below.

#### **Policy**

Any individual (including students, College employees, and others associated in any capacity with the College's teams or groups) who has been involved in an incident or misbehaviour or who breaks societal rules at school, travelling to or from school, or representing the school, will be investigated and appropriate action will be taken, depending on the outcome of the investigation. Where it is deemed necessary the College will contact the Police to ask their advice or request their involvement in the investigation.

Procedures are in place to investigate misbehaviour across three categories:

- Students attending the day school.
- Students attending the boarding school (including the hostel).
- Students attending sanctioned school trips.



Those incidents involving day students and students on sanctioned trips will be investigated by either House Tutors, members of Senior Management or the Rector. In incidents where a non-student (including staff, coaches or parents) has played a role, the individual will be dealt with directly by the Rector. Any imposition beyond stand-down will be the decision of the Board of Trustees. Incidents that occur in the boarding school and involve boarders will be investigated by the Director of Boarding and the Rector. Any imposition beyond stand-down will be the decision of the Board of Proprietors.

### **Procedures for Investigation of a Reported Incident**

Incidents of misbehaviour at College (including physical violence, verbal abuse, vandalism and theft and any contravention of the policies outlined previously) will be investigated initially by the House Tutor, Deputy Rector or the Rector. The person completing the initial investigation will be determined by the severity of the reported incident. The incident may be referred for further investigation as information arises regarding the incident.

#### **The procedure for investigating is as follows:**

- All individuals involved with the incident will be interviewed. This includes alleged victims and alleged perpetrators. Witnesses may be interviewed if further clarification of a reported incident is required or if reports of the incident are inconsistent.
- If the incident occurs on a school trip, coaches and managers of the group/team may also be involved in the investigation process. On these instances the interviews may take place via teleconference.
- Written statements will be provided by the individuals on the school template and written notes will be taken during the interview, by the interviewer.
- The interviewee will be invited to bring a support person, for example the House Tutor or Guidance Counsellor.
- If necessary individuals may be re-interviewed and further statements taken.
- All statements will be collated and used to form a recommendation for any further action.
- If actions are deemed to have breached the Code of Conduct or the standards of behaviour expected, the Rector will decide whether to apply sanctions within the College (including stand-down) or send those involved to appear before the Board of Trustees.
- Parents will be advised via a phone call of any decision.

#### **Sanctions may include (but are not limited to):**

##### **For Students and Boarders:**

- Participation in a restorative justice meeting.
- Removal of privileges or awards (badges, pockets).
- Removal from sports teams or cultural events.
- Stand-down from school for a defined period of time.
- Suspension from school. All suspensions are referred to the Board of Trustees.
- Other restrictions may be imposed if deemed appropriate by the Rector or the Board of Trustees.



- Refer to the Ministry of Education procedures for stand-downs and suspensions for further information.
- For behavioural incidents occurring on College trips, decisions will be based on the Code of the Conduct, and the statements made by involved parties, including management, the individuals and any external authority involved. The Rector will advise whether the student or staff member should be sent home or some other sanction should be applied. If the student is sent home, this is at the cost of the student and their family; as per the Code of Conduct.

### **For Employees:**

- Those sanctions as outlined in the individual contracts of the employee.

### **For Coaches and Parents:**

- Exclusion from any teams or events associated with the College.

### **Further information specific to school trips:**

All students, staff, parents and coaches who attend a school trip will be required to sign and abide by a Code of Conduct. This Code of Conduct supersedes all other policies for the duration of the trip. Incidents of misbehaviour on College trips (including physical violence, verbal abuse, vandalism and theft and any contravention of the policies outlined previously), will be investigated initially by the Director of Sport, Deputy Rector or the Rector. The person completing the initial investigation will be determined by the Rector or his delegate. The incident may be referred for further investigation as information regarding the incident arises. If an incident has been reported by a member of the public, or an official present at the event, the St Bede's College Complaints Policy applies.

The procedure for investigating an incident on a trip remains as outlined above.

### **Further information specific to boarding students:**

Incidents of misbehaviour involving boarders in the boarding school (including physical violence, verbal abuse, vandalism and theft and any contravention of the policies outlined previously), will be investigated initially by the Director of Boarding followed by consultation with the Rector where necessary.

Refer to the St Bede's Boarding School information for further details.



## Individual Policies and Procedures

<b>Contents</b>	<b>Page</b>
1. St Bede's College School Drug and Alcohol Procedures	8
2. Procedures for Surrender and Retention of Property and Searches	11
3. Statement on the Unauthorised Use and Transmissions of Student and Staff Images or Photographs	13
4. Procedures for Dealing with Incidents Involving Bullying	14
5. Complaints Policy	16
6. Actions That May Bring the School into Disrepute	18
7. Harassment Policy	20
8. Use of Phones and Electronic Devices During School Time	22
9. Absence and Activity Policy	23
10. Accident Management at St Bede's College	24
11. Appointment of a Privacy Officer	25
12. Dealing with Parents who are Subject to Court Orders	27
13. Child Protection Policy	28
14. Child Protection Procedures	30



## St Bede's College Drug and Alcohol Procedures

### Rational

St Bede's College is committed to ensuring an alcohol and drug-free learning environment for all students and to increase the knowledge and understanding of students and staff about alcohol and drug related issues. Alcohol consumption and drug use are known to be health risk activities that can result in injury, cause problem behaviours and hinder achievement. St Bede's College aims to promote and maintain a school environment where the well-being of all school community members is paramount.

St Bede's College also recognises the importance of having programmes to provide education, assistance and support for students affected by their own or others' substance abuse related problems.

### Definition

The St Bede's College alcohol and drug policy and procedures apply to all activities under the general control of St Bede's College including sporting and cultural events.

### I. Staff

#### 1. All College staff members are expected to refer to the *School Counsellor*:

- 1.1. Any student exhibiting signs or symptoms of alcohol or drug related problems.
- 1.2. Any student whose *self-disclosed* alcohol/drug related behaviour places them or others at risk.
- 1.3. Any student who exhibits a pattern of unacceptable school performance or erratic behaviour.

### II. Students

#### 1. If a student voluntarily confides drug and/or alcohol use to a staff member, the following steps will be taken on a confidential basis:

- 1.1. Staff member should refer student to the school counsellor.
- 1.2. No disciplinary action is warranted.
- 1.3. The school counsellor, in consultation with the doctor and/or nurse, will make a determination if the matter can be dealt with internally or whether outside services are required.
- 1.4. Parents will be notified at the discretion of the school counsellor.

#### 2. If a student is exhibiting signs, symptoms or behaviour patterns which might indicate an on-going drug or alcohol problem:

- 2.1. Staff member should refer student to school counsellor and document behaviours.
- 2.2. School counsellor will investigate the matter and determine whether intervention is necessary.



- 2.3. Student may be asked to submit to a urine test, which will be carried out by the school doctor if the student or parents agree to the test.
  - 2.4. Search and seizure may be conducted in accordance with the law (see policy and procedure).
  - 2.5. Disciplinary action may occur at the discretion of the Rector.
  - 2.6. Parents will be included at the discretion of the school counsellor.
- 3. If at any time the student is suspected of being under the influence of drugs and/or alcohol:**
- 3.1. A first-aider will be notified to assess the potential for medical risk.
  - 3.2. Parents will be notified by a member of the pastoral team to take the student home.
  - 3.3. Search and seizure may be conducted in accordance with the law.
  - 3.4. Disciplinary action may occur depending on severity (stand-down, suspension, expulsion, exclusion). One of the stipulations is likely to be counselling/treatment/education.
  - 3.5. Student will meet with the school counsellor after disciplinary action to develop a plan to reintegrate back into school.
- 4. Students found to be in the presence of other student(s) using or distributing drugs or alcohol:**
- 4.1. Staff member will notify House Tutor or Deputy Rector (Pastoral) who will conduct an investigation.
  - 4.2. Search and seizure may be conducted in accordance with the law.
  - 4.3. Pastoral team will inform parents of students' involvement.
  - 4.4. Disciplinary action may occur at the discretion of the Rector.
  - 4.5. Student will meet with school counsellor to discuss education/treatment options.
- 5. Students found to be in possession of drugs/alcohol/drug paraphernalia:**
- 5.1. Pastoral team is notified and investigation carried out.
  - 5.2. Parents notified.
  - 5.3. Search and seizure may be carried out in accordance with the law.
  - 5.4. Police notified in the case of drugs. Drugs must be handed over to be destroyed.
  - 5.5. Disciplinary action (stand down, suspension, expulsion, exclusion) at the discretion of the Rector/Board of Trustees. One of the stipulations is likely to be counselling/treatment/education.
  - 5.6. Re-admission to school, if not excluded or expelled, contingent on satisfactory completion of conditions set out by the Board of Trustees.
- 6. Students found selling or distributing drugs or alcohol:**
- 6.1. Staff member to notify House Tutor or Deputy Rector (Pastoral) who will carry out investigation.
  - 6.2. Search and seizure may be conducted in accordance with the law.
  - 6.3. Parents notified.
  - 6.4. Police notified in the case of drugs. Drugs must be handed over and destroyed.
  - 6.5. Disciplinary action (stand-down, suspension, expulsion, exclusion) at discretion of Rector/Board of Trustees.
-



6.6. Re-admission to school, if not excluded or expelled, contingent on satisfactory completion of conditions set out by the Board of Trustees.

### **7. Repeated violations of drug and alcohol policy will be presented to BOT**

7.1. Recommendations may include: medical evaluation, prevention education programme, ongoing counselling, or possibly expulsion/exclusion.

7.2. It is expected that parents will follow through with recommended treatment programmes set out by the school counsellor, Rector or the Board of Trustees.

### **8. Alcohol and drug violations on school sporting/cultural trips and events**

8.1. Students found to be in possession of drugs/alcohol/paraphernalia on school trips will be dealt with in the following manner:

- Parents/caregivers will be notified immediately and where possible, asked to retrieve their child.
- If the parents/caregivers are not able to retrieve the child, arrangements will be made to send the student home at their own expense.
- Once back at school, disciplinary action will be taken. **(see 5.5)**



## Procedures for Surrender and Retention of Property and Searches

### Rationale

All schools are required to provide a safe physical and emotional environment for their staff and students. Parliament has given new powers and clarified the law in relation to searches and retaining student property. In exercising these powers, the school must act reasonably, in good faith and in the least intrusive manner to achieve a safe environment. Schools must be able to justify their actions as reasonable and necessary to maintain that safe environment.

### Principles

The legislation deals with three key types of items covering things that are:

- Likely to endanger the safety of others
- Likely to be detrimentally affect the learning environment
- Pose a harmful threat to physical and emotional safety for any reason

All three of the above allow a staff member to require a student to produce, reveal or surrender items in their possession.

### Guidelines

#### Items and Devices

For the purpose of these procedures a distinction is made between a “device” and “item” that is surrendered. A device is something electronic while an item is considered to be everything else. An item does not have to be a physical thing; it can be information, text or graphics stored in electronic form.

A device can be retained but not disposed of and must be stored appropriately. A written record of the owner and the person who confiscated it will be kept. An item may be returned or disposed if deemed appropriate.

Devices must ultimately be returned to the student, parent or passed on to the police or appropriate agency.

Refusal to surrender an item or device will lead to the school’s usual disciplinary or behaviour management practices being evoked.

Staff may initiate search and surrender procedures in a range of different situations. Staff may ask for items to be surrendered if:

- Actions or items or devices are endangering the safety of others. This includes but is not limited to scissors to lasers to bullying texts.
- If the learning environment is being affected. For example, this can be in the form of tapping a ruler to wearing a beanie to theft of property.



A search can only be conducted if:

- There is a risk of harm to themselves or another person. This may include the presence of weapons, including firearms (both real and artificial), inappropriate text messages, sexually explicit photos.

Any refusal to surrender or comply is covered by the usual school disciplinary policies.

### **Searches**

If a student refuses to show or surrender an item that is believed to be harmful then a search can be conducted.

To conduct a search (*if consent is given*):

- A student can be asked to remove outer clothing (jacket, blazer, jersey and includes hats and socks and shoes).
- Surrender a bag or belongings in which the teacher suspects that an item or device may be hidden. Whether or not anything is found, bags should be returned immediately.
- The school can search its own property, including its digital property at any time, for any reason by any means as long as they act professionally and respect privacy
- Any receptacle, locker or place provided for storage by the school may be searched.
- The school may use a private contractor to conduct a search with dogs, but this can only be on school property and they cannot search individuals or their bags.
- Staff do not need physical evidence to proceed with a search. They can rely on witness testimony and statements but must believe there are reasonable grounds. Only teachers and those individuals authorised by the BOT can carry out searches (a list of these people must be available and evidence of their authorisation and notification must be accessible).
- When searching an individual, the adult conducting the search should where possible of the same sex as the person being searched and the search should be conducted in the presence of a student or staff member of the same sex. No one else should be able to view and the privacy of the individual should be respected.
- A written record of all searches should be kept which includes date, name of the student and the name of staff member who conducted the search.
- If the search proves unsafe it will be stopped and can be referred to the appropriate agency, for example the Police.
- Clear procedures have been established to deal with the retention and storage of items that are surrendered to or confiscated by staff. Any device confiscated in class must be returned at the end of the period or given to the DP (Pastoral) at the end of the day for storage and eventual return. It must be labelled with the owner's name, date and staff member who handed it in.

If a student refuses to give consent or changes their mind about consent, parents can be contacted or the usual disciplinary procedures (see Behaviour Policy) are evoked.

If the search proves unsafe it will be stopped and can be referred to the appropriate agency, for example, the Police.



## **Statement on the Unauthorised Use and Transmission of Student and Staff Images or Photographs**

Although technology including iPods, smart phones and tablet devices have been around for some time, in recent months a number of incidents have arisen in educational facilities around the use of photo sharing applications, for example Snapchat.

The majority of students in this school act in a responsible way, but we are prepared to take action against those students who compromise the privacy of individuals or use the available technology in an inappropriate way. The school considers the unauthorised use of students' and in particular staff member's images as totally inappropriate and as an invasion of a person's right to privacy.

### **Use of devices at school:**

- Cell phones or iPods will be allowed only at the discretion of individual teachers during class time.
- Anyone caught using a phone or iPod without permission will have it confiscated by the teacher and it will be passed on to the Deputy Rector (Pastoral). Students will then collect the cell phone at the end of the school day.
- If you take, post or transmit images without the consent or knowledge of the person portrayed you will be in breach of the school rules and the Privacy Act.
- If the person portrayed complains or it comes to the attention of other students, staff or parents, the incident will be investigated and disciplinary procedures will be followed.
- Any student who brings the school into disrepute by their actions on any form of social media may also be further investigated.
- Any actions that are deemed to be cyberbullying taking place during school time or on school hardware will also be investigated and could result in a stand-down, appearance before the Board of Trustees or be notified to the Police. If the incident occurs outside of school hours or not on school property, the perpetrator will be spoken to if a complaint is received. In more serious cases of transmitting images without consent, or of cyberbullying, the Police will be notified and the student may be placed before the Board of Trustees.



## Procedures for Dealing with Incidents Involving Bullying

St Bede's College does not tolerate bullying amongst students, between students and staff members and between staff members. We are determined to protect the rights of every student and staff member ensuring we have a safe environment. Equally we are also concerned to ensure that bullies get the appropriate help. Use of the school counsellor and outside agencies where appropriate will be considered.

The procedure for reporting bullying incidents; and the management of these is outlined below. Bullying can be dealt with on a number of levels; including restorative meetings between the parties. It should be noted that there exists a full spectrum of restorative meetings from an informal chat through to a full conference involving extended family members and supporters.

The restorative approach is always undertaken with the full consent of the victim. This approach allows the victim to be heard and provides an opportunity for the bully to understand the harm that their actions can cause.

### Reporting of Bullying

- Any student, staff member or bystander may report an incident of bullying, either towards themselves or another person.
- Bullying can be reported verbally or in writing to any staff member at school. This staff member takes responsibility for passing the information to the Guidance Counsellor or House Tutors or the Deputy Rector (Pastoral)] to follow up.
- Incident reports of any act of bullying in the school are also filed with the House Tutors.
- Students can also post concerns for themselves or others through the "Bully Box" located in the Learning Centre and the Student Office.
- Students can also contact the 0800 PUPILS anti-bullying hotline.

### When an incidence of bullying is reported by a staff member, victim or bystander the procedure is as follows:

- The victim is interviewed by his House Tutor or directly by the Deputy Rector (Pastoral). They are given an opportunity to tell their story.
- The alleged bully is also interviewed and they are given an opportunity to tell their story.
- Any bystanders are also spoken to in order to build up a clear picture of what has happened. The House Tutor/Deputy Rector will then decide the best course of action, by first deciding which level the incident fits into.
- The procedures are the same for instances of cyber or text bullying.



### **At Level One:**

- With the victim's agreement and consent, the HT / DR may decide that a restorative conference between the various parties is most appropriate.
- The victim's parents will be phoned, with a follow up letter sent home to advise them of the incident. The bully's name would be placed on the bully register with the date etc. of the incident and measures taken to repair any harm done.

### **At Level Two:**

- There has been a second instance (not necessarily the same victim).
- An official letter is sent home to both parties.
- Some restorative measures could be taken.
- If it is an incident involving the same victim, the facts will first be established through investigation of the incidents, after which the bully's parents are asked to attend a meeting with the House Tutor and or the Deputy Rector (Pastoral).

### **At Level Three:**

- There may have been a third incident, or at a higher level of severity for example, if the incident involved physical aggression, or the bully has continued to target the same victim; or multiple victims),
- The Deputy Rector and parents of all parties will have a meeting and the outcome could be a final restorative meeting involving a larger group of affected parties.

### **At Level Four:**

- Restorative attempts have deemed to be unsuccessful.
- The bully would meet with the Rector who would decide whether to send the matter to the Board of Trustees disciplinary committee.

At each level, letters are sent to the victim's parents and at Levels 2/3/4 to the bully's parents.

### **Follow-up of Bullying Incidents**

- Following all reported incidents of bullying, the victim will be monitored by the guidance counsellor to check if further support is needed, and to ensure no further incidents have occurred.
- There will also be follow up by the House Tutor and notification at House Tutor's weekly meetings.



## Complaints Policy

### Purpose

To ensure that all complaints are dealt with effectively and fairly.

### Policy Statement

St Bede's College respects any complaints that may be raised by parents or caregivers, staff, students and community members. The school believes in high standards and is keen to listen to and learn from any valid concerns raised that may compromise those standards.

### Procedures

#### Making a complaint

The Board expects the following steps to be taken by a complainant when the complaint involves the actions or attitude of a teacher:

1. Contact the person whom the complaint involves.
2. If unresolved, contact the House Tutor, Form Teacher or Head of Faculty of the teacher.
3. If still unresolved, contact the Deputy Rector or go directly to the Rector.
4. If there is no satisfaction from the previous steps, make a complaint in writing to the Board of Trustees.
  - Any complaint in writing must be received before the Friday preceding the monthly Board meeting or it will be held over to the next Board meeting.
  - The complainant will be advised of receipt of their complaint, and when this will be tabled at the Board of Trustees meeting.
  - In cases where they do not know the person they wish to make a complaint about, it is appropriate to contact the Rector or Board in writing.
  - If the complaint is in respect of the Rector, then it should be addressed in writing to the Board.

If a member of the public makes a complaint by ringing the school about something that they have witnessed, that complaint will be handed directly to the Deputy Rector (Pastoral).

Equally if the complaint is in relation to an allegation of abuse that needs to be dealt with immediately, it will be referred to the Deputy Rector (Pastoral) in the first instance or if unavailable, another member of Senior Management.

#### Written complaints received by the Board of Trustees

On receiving a written complaint, the Board will decide on what further action is required on a case-by-case basis. Before the Board decides to deal with a complaint it must check that the procedures outlined above have been followed. If not, it will normally return any letter of complaint to the writer and ask that they follow these first, if appropriate.



All letters addressed to the Chairperson of the Board of Trustees are for the whole Board. The Chair cannot act independently as to what action will be taken:

1. The Chair acknowledges letter of complaint within a fortnight of receipt and the complainant is advised of the next steps in the Board process. The latter becomes part of the correspondence that will be dealt with at the next Board of Trustees meeting while the public is excluded.
2. (At 'public excluded' meetings) Letter of complainant is tabled at the Board meeting and referred to relevant parties for reporting back to the Board. The Board decides whether to deal with the matter as a whole or appoint a committee to investigate and recommend to the Board.
3. (At 'public excluded' meetings) At the meeting of the Board/committee, the reports are received and the parties may be invited to speak to their complaint or answer questions. The Board/committee considers the evidence and/or information and comes to a decision or recommendation.
4. (At 'public excluded' meetings) Depending on the delegated powers of the committee, either they or the Board as a whole come to a resolution as to how the Board will respond and/or what action will be taken.
5. The Board's response is communicated to the parties in writing.
6. Any of the parties may request the Board to reconsider their decision. However, normally for such a reconsideration to take place, new information that would have been relevant to the Board's deliberations must be produced.

### **Guidelines for the Board of Trustees**

1. The person about whom a complaint is made will be informed as soon as practicable and given reasonable time to respond.
2. Issues which demand immediate attention e.g. allegations of physical abuse, may require a special meeting of the Board to be called.
3. Resolution or dismissal of the complaint must not be discussed before all the information is to hand.
4. The Board will determine if there is any conflict of interest and act appropriately if there is one.
5. The Board must exercise caution when dealing with complaints regarding staff, particularly in relation to confidentiality and processes to ensure the principles of natural justice are met. It is advisable to contact the regional New Zealand School Trustees' Association (NZSTA) personnel/industrial advisor in such cases. The Board will need to consider the relevant staff disciplinary policies, employment contracts and expert advice from the NZSTA advisor.
6. The Board recognises that not all complainants will be satisfied with the outcome of a complaint. Once reconsidered, if the Board is confident of its decision, it will refuse to enter into any further discussion/correspondence. In making such a decision the NZSTA helpdesk can assist by giving an objective assessment of a Board's process in dealing with a complaint.
7. A complaint regarding lack of compliance in relation to the procedure will be actioned with urgency as a new complaint rather than a reconsideration of the previous issue.



## **Actions That May Bring the School into Disrepute**

### **Purpose**

St Bede's College has a high profile in the Canterbury community and in the wider New Zealand society. This is built on gospel values and the acceptance and understanding of people's beliefs, rights and ethnicity.

The Board of Trustees and the Senior Management of the College are charged with ensuring that the actions of individual members of the college community are in keeping with these standards. This also includes those associated with the College such as parents, coaches and managers.

### **Policy**

Students and school employees who bring the College into disrepute or open the College up to ridicule, negative media attention or offend members of the public should be investigated and made responsible for their actions.

These actions may be associated with sports or cultural events and teams, side-line supporters, EOTC outings and visits, behaviour in public places where they are clearly identifiable as St Bede's College students, on public transport, on social media or comments or visual images posted on the internet.

### **Procedures**

1. Allegations of actions that lead to complaints being made by members of the public, reports of these actions in the media or are observed happening, or are posted on line, should be directed to the Rector.
2. The Rector is charged with investigating the allegations. If the complaint involves the media, then the Rector or Board of Trustees Chairman will be the only representative of the college who makes comments on behalf of the college.
3. The Rector will inform the Board of Trustees Chairman of any investigation he believes will have serious implications for the good name of the college.
4. If the actions are deemed to have brought the College into disrepute the Rector will decide whether to apply sanctions within the College or send those involved to appear before the Board of Trustees.



**Sanctions may include:**

**For students:**

- Exclusion from school.
- Suspension or stand-down.
- Removal of privileges or awards (badges, pockets).
- Removal from sports teams or cultural events.
- Any other restrictions deemed appropriate by the Rector or the BOT.

**For Employees:**

- Those sanctions as outlined in the individual contracts of the employee.

Refer to Ministry of Education procedures for stand-downs and suspensions



## Harassment Policy

### Definition

Harassment is behaviour which is hurtful or offensive by one party to another and which is repeated or of such a significant nature that it has a detrimental effect on the other person. Harassment can be based on race, ethnic or national origin, gender, religious or ethical belief, political affiliation, academic achievement, physical appearance or disability and ability.

Harassment can arise from jokes or innuendo, physical contact or physical assault, bullying, comments, abuse or gestures, offensive questions, public display of offensive material, and can be spoken, written (including electronic transmissions), signs, visible representations or sound recordings or implied antics or behaviour. Sexual harassment and racial harassment are more particularly defined in the Human Rights Act 1993.

### Policy Statement

St Bede's College aims to eliminate harassment of students, staff members and others in the school community by achieving the following:

- Reinforce that harassment is an unacceptable part of school life.
- Provide a safe, secure learning environment for all our students.
- Create a supportive environment.
- Provide suitable counselling services for the victim and the offender.
- Provide procedures that will be followed in instances of harassment that will ensure all complaints are dealt with fairly and equitably.
- Provide a physical environment that engenders appropriate and acceptable behaviour.
- Value diversity in individuals and the rights of all people.
- Rebuild relationships where possible with restorative justice practices.
- Teach strategies to recognise and respond to harassment.
- Encourage self-respect and respect for others.
- Encourage students to share problems of harassment and seek assistance from staff.

There is an expectation that all members of the school community have a role in recognising and reporting incidents of harassment.

### Procedures

1. Any incident of harassment that is reported will be referred to the appropriate authority and investigated.
2. Harassment of students by other students will be handled by House Tutors and referred to the Counsellor or Senior Management according to the severity of the incident. If the incident took place in the Boarding School, then the Boarding School Manager would be the initial person investigating.



3. The principles of restorative justice will be considered and applied where the parties agree. Senior Management will be involved if the incident is considered severe enough to warrant their involvement. The Rector may decide to put the perpetrators before the Board after consultation with the Board Chairperson or the College's legal counsel.
4. Harassment of students by staff, staff of students and staff of other staff will be handled by Senior Management. After investigation of the incident the Rector will decide on a course of action. He will consult with the following where applicable:
  - Parents, Counsellor, Board Chairman and Board, members of the Senior Management Team, legal counsel, the New Zealand Post Primary Teachers' Association (PPTA), bodies such as the New Zealand School Trustee Association (NZSTA), Government Ministries.



## Use of Phones and Electronic Devices During School Time

As a school we encourage the use of electronic devices to aid student learning. All Year 9 and at least one Year 10 class are blended learning classes and BYOD is accepted in all other classes at all levels. The use of personal devices to support educational experience is not a necessity but a privilege. With respect of the rules, this privilege will benefit the learning environment as a whole. However, while we encourage the use of phones and electronic devices we do not in any way condone the misuse of them.

In response to the concerns from staff we have introduced some new procedures regarding the use and misuse of phones and electronic devices during class and tutor group time. Individual teachers will continue to reinforce their own rules pertinent to the subject that they are teaching.

**All students are to hand in their phones on entering the classroom. They will be placed in a transparent rack and may be used if the teacher requires them during a lesson.**

There are to be no phones, or iPods or other devices used during tutor time unless permission is given by the Form tutor.

1. Students who misuse a phone or electronic device in class will have it taken from them, have it placed in an envelope and sent to the Deputy Rector (Pastoral) office. They may be collected at the end of the day.
2. For a second offence the phone or electronic device will be taken and the student's parents will be required to ring the school office and ask for it to be returned.
3. For a third offence the phone or electronic device will be taken and the student's parents will be required to ring the Deputy Rector and ask for it to be returned.

Again we emphasise that we do not have a problem with students bringing a phone or electronic device to school – the problem is the inappropriate use of them during class, tutor time or formal school occasions.



## **Absence and Activity Policy**

### **Rationale**

Due to an increase in absences from regular classes and in particular tutor time during the last year it has been decided that a policy be instituted that links attendance with the privilege of being involved in school-related events or co-curricular activities. While this will mainly affect boys in the senior school there are some juniors who have been truanting.

### **Procedures**

All students are required to attend school at least 90 percent of the time (this includes classes, tutor time, assemblies, masses and liturgies, school events and includes lateness to classes and tutor time). Justified absences are exempt from this calculation.

If a student falls below the 90 percent threshold his House Tutor is notified. There will be an initial meeting between the student and the House Tutor, his parents will be informed, as will his sports coach or any person in charge of an event he may be attending or competing in at a later date. For two weeks he will be carefully monitored and he must be in attendance 100 percent of the time. Failure to do so will result in a stand-down from school activities (sports/cultural, exchanges, balls and dances), for one week or one individual event. After this has happened once the student will be required to attend for at least 95 percent of the time, excluding justifiable absences, for the remainder of the school year.

If a student again fails to meet the 95 percent a meeting will be called with the parents, House Tutor and Deputy Rector (Pastoral). Other interested parties will also be informed. Any stand-down will be for at least two weeks but can be increased at the discretion of the Deputy Rector (Pastoral). Any further failure to meet the attendance requirements will be dealt with at the discretion of the Rector.



## Accident Management at St Bede's College

### For Minor Injuries/Sickness

Students are sent to/accompanied to the Pastoral Office where they are assessed. If the office is unattended the student goes to the Main Office. At each of these places the process is that the student is treated, parents and caregivers are contacted or further treatment is organised. A trained first-aider will be contacted if deemed of a more serious nature or the student will go to the front office directly if a staff member or senior student is accompanying them.

### For Serious Injuries

- Students are to be left at the scene until checked by the first-aider, a member of the senior staff or a trained first-aider. Where possible the Pastoral Assistant or House Tutor is notified and the student's medical record is checked on KAMAR. If able to be moved, they are relocated to the front office. If unable to be moved an ambulance is called and parents or caregivers are notified immediately.
- If unconscious or known to have an existing condition a staff member or student is dispatched to get the defibrillator as a precaution.
- At the sites where the emergency flipcharts are posted there will also be a list of cell phone numbers that a staff member can ring to contact the trained first-aiders in the school.
- Accidents that require medical attention are to be notified to the Rector/and or a member of senior staff.
- Arrangements are made to contact parents or caregivers.
- In the event of not being able to contact the parents or caregivers, arrangements will be made to transport the student to a doctor.
- The above applies to day boys and boarders during the school day – for boarders outside school hours refer to the boarding school procedures.

All accidents are recorded on the supplied forms which are placed in the accident register which is kept in the Main Office. In the case of a student, the form is filled out by the person who witnessed the accident or initially went to the aid of the victim, or if it is a non-staff member, by the Senior Management person it is reported to. Those staff members who suffer minor injuries fill in their own forms. Staff who suffer serious injuries will have the form filled out by a member of Senior Management.

- It is kept safely and accessible to all staff.
- Reviewed termly to identify any potential or actual hazards.
- All injuries requiring medical attention from an outside provider are notified to the Board of Trustees and the Health and Safety Committee.
- Also reported are accidents to members of staff requiring treatment by a general practitioner or admittance to hospital.
- All injuries that are dealt with by the first-aider and do not require an outside provider are also recorded.
- Entries in the accident register are updated on KAMAR by the receptionist who passes on the information to the relevant House Tutor.
- The Pastoral assistant also records any sickness or minor injury that she deals with.
- All near misses are also recorded.



## Appointment of a Privacy Officer

The Privacy Act 1993 is designed to promote and protect individual privacy and in particular establish certain principles with respect to:

- The collection, use and disclosure by public and private agencies, of information relating to individuals.
- Access by each individual to information relating to that individual and held by public and private agencies.
- The input or accessing of information through the Internet.

The Board of Trustees appoints a Privacy Officer at the beginning of each year. They are responsible for:

- Encouraging compliance with information privacy principles by the Board and staff.
- Dealing with requests made to the Board and Staff for personal information.
- Making sure that the school complies with the Act.

NB: Principles relate to personal information i.e. information about an identifiable individual.

Initially the role will require some work in checking that the procedures the school follows are in line with the Act. Once good procedures are in place, however, the role is likely to consist of monitoring the existing procedures, answering specific inquiries, and troubleshooting.

### Checklist for Privacy Officers:

- Find out and catalogue personal information held by the school.
  - About staff
  - About pupils
  - About families of pupils
- Identify who holds the information in the school.
- Establish purpose for collection of the information.
- What does the school use it for?
- Does the school need to pass on the information to another agency?
- Are the right questions being asked to collect the information that we need?
- How does the school collect the information?
  - Directly from the individual concerned.
  - From other agencies.
  - Do we need to get authorisation at the point of collection from the individual to use/disclose their information in the way we wish?
- What do people know about the personal information that we collect from them?
  - Have we taken steps to inform them that we are collecting information, why we are collecting and who will receive it?
  - Check that the method of collection is not unlawful or unfair and not in a manner that is in a manner that is unreasonably intrusive.



- Is the information stored in a secure way? There are clear rules about who in the school may see different categories of personal information – stored so only authorised persons have access.
- Is the information accurate, up-to-date, complete and relevant?
- How long do we keep information? Can some be purged from the system and if it is, will it remain confidential?
- All forms prepared for the collecting of information should be passed by the Privacy Officer. Forms should advise:
  - Purpose for collection.
  - Intended recipients.
  - Who will hold the information?
  - Individual rights for access to and correction of the personal information collected.
- Is the information going to be used for a purpose other than the one it was collected for? (Exceptions do apply.)
- Do you have the individual's authorisation to use for a different purpose?
- The names of the Privacy Officer/s will be published annually within the school organisation.
- All members of the Senior Management Team and Board of Trustees will have knowledge of the privacy policies and the Privacy Act.
- Any complaint regarding privacy – refer to the Board of Trustees policy and procedure for making a complaint.



## Dealing with Parents who are Subject to Court Orders

Family Court Orders can provide for parental access to a student and the student's information. Access is provided with due regard to the safety, welfare and educational needs of students, and to the proper management of the school.

### Procedures

Principals or their delegates will:

- Confirm that the person requesting access to a student or the student's information is in fact the **parent** of the child.
- Inform parents of their responsibility to provide the school with a copy of any current court order.
- Seek assistance from the relevant organisation if court orders provided to the school are unclear or their wording is the subject of dispute.
- Allow each parent access to a student and the student's information, unless there is a court order to the contrary.
- In allowing such access, have due regard to the student's safety and welfare, educational needs, and the proper management of the school.
- Release student information to a **parent** unless it would be harmful to the safety of the student.

Entry on to the school premises:

- Respond to situations arising from court orders, family conflict or other disputes between parents, through the proper exercise of their powers that provide for the:
  - Educational program of the student.
  - Day-to-day management and control of the school.
  - Safety and welfare of students on the school premises.

If a parent (or other person) arrives at school who is not supposed to have contact with the child or wishes to pick up the child when there appears to be no authority to do so, or is outside the time in which they are supposed to and there is an issue of immediate safety, then all steps must be taken to protect the child's welfare.

The child's legal parent or guardian must be contacted and in severe cases the police should be notified.

The individual in breach of the order may be trespassed.



## Child Protection Policy

### Rationale

St Bede's College (the School) accepts that children have a fundamental right to have their needs met in an environment safe from abuse and neglect.

The School accepts its responsibility under the legislation for engaging in safe employment practices and playing a role in the prevention and identification of child abuse and neglect.

### Purpose

The School is committed to modelling and providing a safe environment, free from physical, emotional, verbal or sexual abuse.

The School recognises the important role and responsibility that all staff have in identifying and responding to suspected child abuse and in responding appropriately to concerns about the well-being of a child.

The School's Board of Trustees, in accordance with the requirements of Part 2, Section 18(a), (b), (c) and (d) of the Vulnerable Children's Act 2014 will:

- a. Adopt this Child Protection Policy.
- b. Ensure the Policy is available from the School Office.
- c. Review the Policy every three years.

### Policy Principles

- The rights, welfare and safety of the child/tamariki, young person/rangatahi are our first and paramount consideration.
- Services should contribute to the nurturing and protection of children and advocate for them.
- Services for the care and protection of children are built on a bicultural partnership in accordance with the Treaty of Waitangi.
- Māori children/tamariki, young person's/rangatahi are assessed and managed within a culturally safe environment.
- Wherever possible the family/whānau, hapu and iwi participate in the making of decisions affecting that child/tamariki, young person/rangatahi.
- All staff are to recognise and be sensitive to other cultures.
- Staff are competent in identification and management of actual and potential abuse and/or neglect through the organisation's policy and procedural structures and education programme.



## Guidelines

1. The Rector is required to ensure that leaders within the school work together with other children's agencies such as Police, Child Youth and Family, Social Workers, etc., to improve the well-being of vulnerable children by:
  - Protecting them from abuse and neglect.
  - Improving their educational outcomes and their participation in cultural and co-curricular activities.
  - Strengthening their connection to their families, whanau or other culturally recognised family groups.
2. The Rector will ensure that there are procedures in place to identify and respond to allegations regarding abuse.
3. The Rector will ensure that there are procedures in place to deal with an allegation involving a staff member.
4. The Rector will appoint the Deputy Rector (Pastoral) as the Child Protection Co-ordinator.

## Regulations and Legislation

[Vulnerable Children Act 2014](#)

[Health and Safety Reform Bill](#)

[Oranga Tamariki Act 1989 / Children's and Young People's Well-being Act 1989](#)

[Reporting of Suspected or Actual Child Abuse and Neglect – Protocol between MOE, NZSTA, Youth and Family 2009](#)

[Care of Children Act 2004](#)

[Privacy Act 1993](#)

[Victims' Rights Act 2002](#)

## Contained in Behaviour Policies

**Page**

Statement on the Unauthorised Use and Transmission of Student and Staff Images or Photographs	13
Procedures for Dealing with Incidents of Bullying	14
Harassment Policy	20

## School Procedures that Relate to this Policy

Name of Procedure		Author	Date
Reporting Process for Suspected or Disclosed Abuse		Management	May 2016
Date Approved	15 May 2017	Responsibility	Deputy Rector - Pastoral
Review Period	Every three years	Date Last Reviewed	October 2018

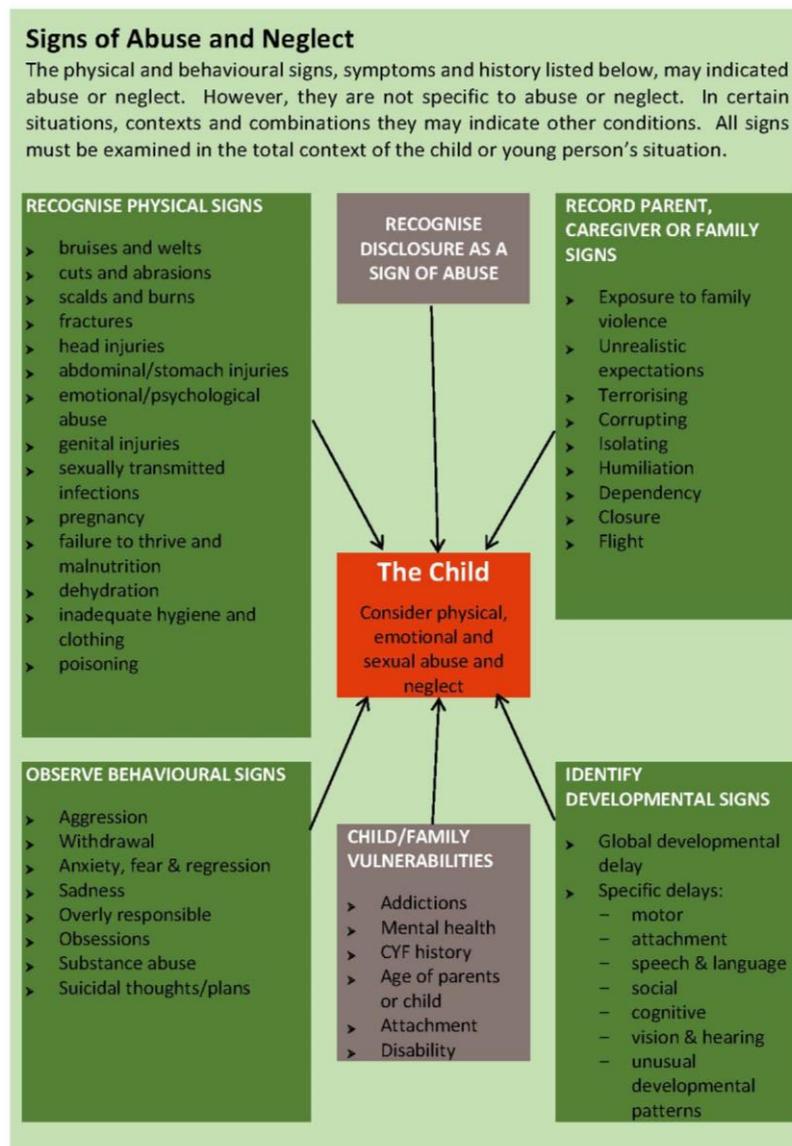


## Suspected Child Abuse – Identification Procedure

**Child abuse** refers to the harming, whether physically, emotionally or sexually, ill treatment, abuse, neglect, or serious deprivation of any child/tamariki, young person/rangatahi. ([Section 14 Oranga Tamariki Act 1989 / Children's and Young People's Well-being Act 1989](#)).

This includes actual, potential and suspected abuse.

- **Physical abuse** – any acts that may result in physical harm of a child or young person.
- **Sexual abuse** – any acts that involve forcing or enticing a child to take part in sexual activities, including child sexual exploitation, whether or not they are aware of what is happening.
- **Emotional abuse** – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development.
- **Neglect** – the persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development.





### Supporting agencies include:

- *College Guidance and Senior Management Team.*
- *Oranga Tamariki* – The agency responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children found to be in need.
- *New Zealand Police* – The agency responsible for responding to situations where a child is in imminent danger and for working with Child, Youth and Family in child protection work, including investigating cases of abuse or neglect where an offence may have occurred.

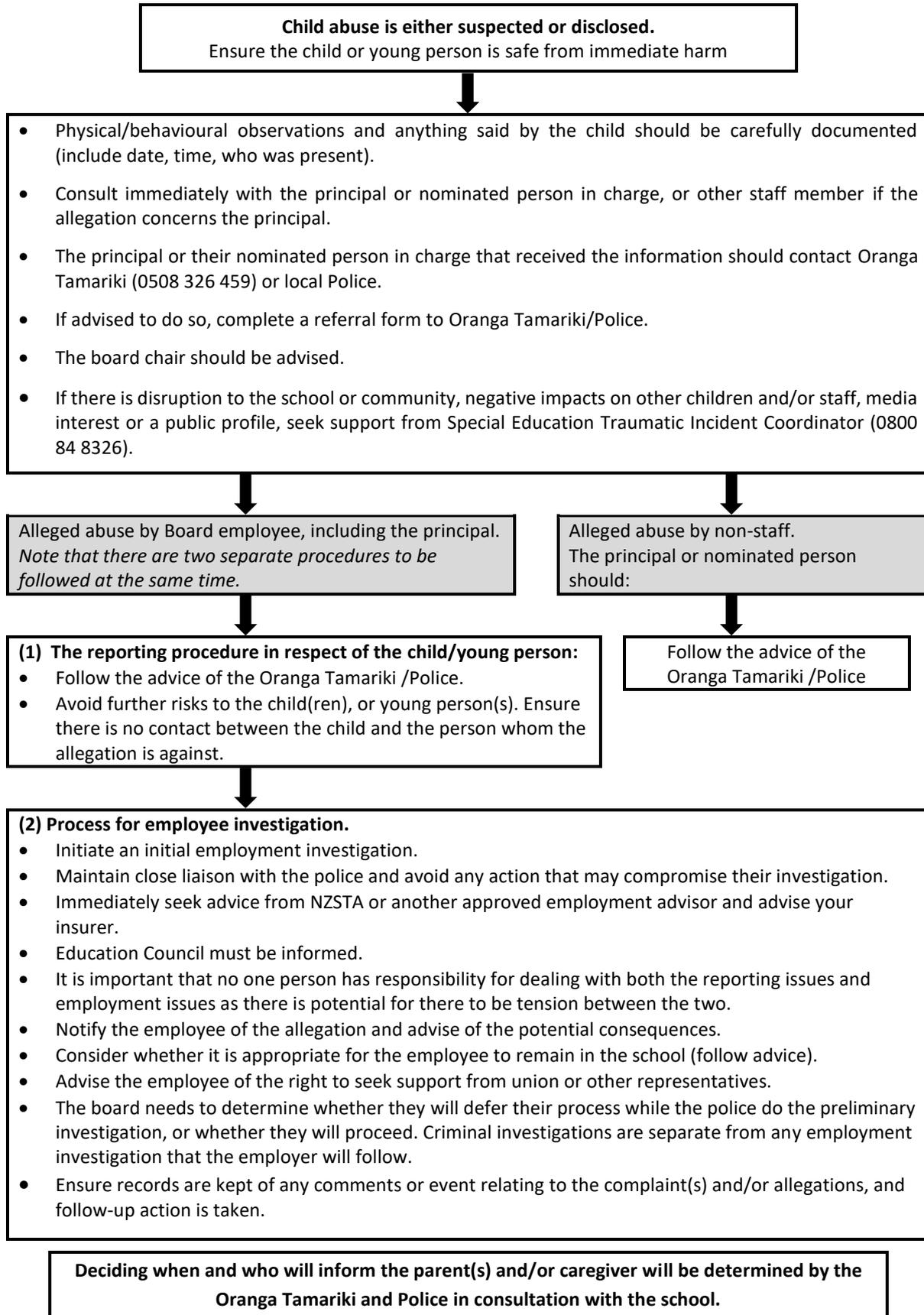
### College Child Protection Officer

The Deputy Rector (Pastoral), is designated as the Child Protection Officer. Their responsibilities include:

1. Providing support and advice to staff regarding child abuse.
2. Co-ordinating the colleges response to child abuse and neglect.
3. Ensuring documentation tools are in place and accessible to staff for the recording of care and protection concerns.
4. Co-ordinating the review of the Child Protection Policy and Procedures as required.
5. Through the Pastoral Handbook, ensure staff are made aware of the Child Protection Policy and understand how to minimise the risk of child abuse and the College's process once child abuse is identified and suspected.



## Reporting Process for Suspected or Disclosed Child Abuse





### Recruitment, Screening and Vetting Procedure

1. The following checks will be completed for all people St Bede's College is seeking to employ or engage as a children's worker (both core and non).
2. Where contractors, or other workers not directly employed enter the Colleges' premises, or have unsupervised contact with students at the College, or on a trip associated with the College, that Company/Employer must attest to having screened and vetted under the Vulnerable Children's Act their employees, and they are fit to enter the premises. Written evidence of this must be cited, copied and kept on file.
3. Where Contractors/Employers other than St Bede's College cannot verify that their employees have been screened and vetted under the Vulnerable Children's Act they are prohibited from entering the premises until this has been completed.

Summary of the checks required - The table below summarises the checks required for:

- New children's workers – anyone applying for a role as a children's worker.
- Existing children's workers – anyone currently employed by an organisation whose checks are being brought up to the required standard.
- Rechecks – the three-yearly rechecking for each person an organisation intends to continue to employ.

For each part of the check a link to more detailed information is provided.

	Parts of the Safety Check	New	Existing	Recheck
1	<p><b>Identity confirmation</b>, either by:</p> <ol style="list-style-type: none"> <li>1. Use of an <b>electronic identity credential</b> (e.g. The RealMe Identity Verification Service), and a search of personnel records to check that the identity has not been claimed by someone else; <b>OR</b></li> <li>2. Following the prescribed regulatory process by:               <ol style="list-style-type: none"> <li>1. Checking an original <b>primary</b> identity document.</li> <li>2. Checking an original <b>secondary</b> identity document.</li> <li>3. Checking an identity document that contains a <b>photo</b>, or by using an <b>identity referee</b>.</li> <li>4. Searching <b>personnel records</b> to check that the identity has not been claimed by someone else.</li> </ol> </li> </ol>	Y	Y	Y
2	An <b>interview</b> of the potential children's worker.	Y		
3	Obtaining and considering a <b>work history</b> , covering the preceding 5 years.	Y		
4	Obtaining and considering information from at least one <b>referee</b> .	Y		
5	<b>Seeking information</b> from any relevant professional organisation or registration body including (but not limited to) confirming their registration status.	Y	Y	Y
6	Obtaining and considering information from a <b>New Zealand Police vet</b> , unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current).	Y	Y	Y
7	Evaluation of the above information to <b>assess the risk</b> the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.	Y	Y	Y



## Recruitment and Employment

1. The Rector will ensure that safe recruitment practices in line with the Vulnerable Children's Act of 2014 and Section 78c and 78CA of the Education Act are in place. In accordance with these Acts, the school is required to apply the appropriate vetting process to all core and non-core workers, including contractors and their employees who work at the school if they are likely to have unsupervised access to students at school during normal hours.
2. In addition to an appropriate vetting process, core and non-core workers will be subject to identity verification, references and an interview. A work history will be sought and previous employers will be contacted. If there is any risk, then an applicant will not be employed.
3. If core children's workers (who have been safely checked by their own employer), have unsupervised access to students, the school will not proceed with an appropriate vetting process but will seek an assurance from their employer by letter that this has been done.
4. All parents and caregivers who wish to go on camps, school trips or to provide support at school events, and all coaches and managers of sports teams and those who are involved in support of cultural or special character activities, will fill in the pro-forma provided and it will be cleared by an official vetting process.
5. Students who have coaching, supervisory or mentoring roles involving younger children will be only appointed to those positions when they meet the approval of Senior Management.
6. Any situation where a parent and caregiver or volunteer is either potentially or will be providing overnight support and is not being directly supervised by a member of the teaching staff or management, is to have the official vetting forms submitted for police vetting prior to the event.