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## ABRIDGED STAFF HANDBOOK ESSENTIALS

# **ABUSE, NEGLECT AND CHILD PROTECTION**

## **SEXUAL AND PHYSICAL ABUSE OF CHILDREN**

Child abuse is a crime.

Teachers must be at the forefront of defending children and their dignity. They must see each child as precious – a person made in G-d's image. They must also be thoroughly realistic as they recognise the possibility of child abuse. A teacher is required to watch for signs of abuse and neglect of all children in their care.

Therefore, the Welfare Committee (2014 – Rabbi Dadon, Morah Shaina in the first instance) is to be informed about all serious matters concerning the welfare of students, including concerns about suspected risk of harm to a child or young person and suspected or disclosed incidents of abuse of children and young persons.

Our school expects all staff to be trained in Child Protection issues and periodically review them (in particular before overnight camps) so that our students get maximum protection from abuse and neglect.

Our procedures for implementing Child Protection practices and addressing suspected abuse of children and young people are based on the following principles:

- All adults have a responsibility to care for children and young persons and to protect them from any kind of abuse as well as to promote their safety, welfare and well-being in a positive manner;
- In the protection of children and young persons (and any action taken in this regard), the best interests of the child or young person is of paramount consideration;
- The school endeavours to provide both a safe environment for children and young persons and services which foster their health, developmental needs, spirituality, self respect and dignity;
- All reasonable action is taken to protect children and young persons from all forms of violence, injury, neglect or exploitation;
- The value of the family unit is respected, but not to the detriment of the well-being of the child or young person;
- All persons, involved in situations where abuse of a child or young person is suspected or disclosed, are treated with sensitivity, dignity and respect.

As a school, we have a duty of care to ensure that reasonable steps are taken to prevent harm to students, obligations under the child protection legislation and obligations under work health and safety legislation.

### **UNDERSTANDING MOLESTATION – WHAT IS PAEDOPHILIA?**

The great majority (88%) of incidents of child molestation are perpetrated by people who are known to and trusted by the family of the child. In such cases, the molester suffers from a condition called paedophilia. The other 12% of cases are perpetrated by mentally deranged people.

Paedophilia is a serious physiological condition which can be diagnosed and treated (although not cured). A person who suffers from paedophilia has fantasies about and a desire for physical interaction with children. It is a hormonal response which, when recognised, can be treated with drugs and with cognitive therapies. ***If it is detected and treated, the person with paedophilia may never become a molester!***

When watching for paedophilia as a school, we are to monitor not just adults with students, but also fellow students with each other. Molestation is a crime of opportunity. As a school, we must make sure there are no such opportunities by assuring that there are never private one-on-one meetings between

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staff and student or between student and student. All one-on-one private discussions must take place in a public place or a room with an uncovered window in the door.

Paedophilia in youth can start to be apparent in the sufferer's teen years. If signs of paedophilia are noticed (such as those listed below), then even before there is a victim of molestation, the paedophile can be diagnosed and treated so that s/he will not molest in response to his/her fantasies. The tendency to have inappropriate fantasies can be extinguished through therapy techniques. The paedophile can be taught to control his/her thoughts and urges appropriately if/when they arise. And most important, during treatment, the paedophile is trained to keep away from opportunities to manifest their fantasies by staying away from children.

There are rare cases when molestation can take place by perpetrators even younger than in their teens. This is usually in the case of a young molested child who responds to his/her fears of the molestation by molesting in turn. It has been shown that in such cases, the perpetrator could be *only seven years old* and already have a victim of molestation! Therefore, we must watch students of all ages.

Paedophiles can appear normal and admirable in every other way. The fact that the responsible, honest, kind person can also be participating in such heinous behaviour in private is due to denial. Paedophiles have a very strong barrier of denial to delude even themselves about the nature of their desires and their heinous private activities. A major part of the therapy regimen is to break through the denial, (at which point the molester is often devastated by his/her behaviour choices).

### SYMPTOMS

The most solid evidence of a tendency towards paedophilia is a factor which no one can see – that the person has fantasies of a sexual nature about interactions with children. These desires do not discriminate between male and female children; the paedophile would molest either if the opportunity arises.

Another sign of pedophilic tendencies is a child who watches young children or wants to play with younger children. This is especially so if the play is coupled with sexual activity.

If there is a suspicion in a student of this tendency, it is appropriate to mention to a child that such fantasies are not normal and need to be discussed if they exist so that they can be diagnosed and extinguished.

### NORMAL BEHAVIOUR VS ABUSE

#### TEACHER TO STUDENT

A teacher is permitted to nurture a child who is crying or has fallen or needs support. A hug for a little child or a hand on a shoulder is considered normal nurturing and is acceptable. However, this nurturing must be within the context of a clear need for support from the student, must be exhibited in PUBLIC and must not overstep boundaries of appropriate physical contact.

When physical contact is necessary as part of the teaching / learning experience, caution must be exercised that the contact is appropriate. A handshake, pat on the shoulder, brief hug are acceptable as long as the student is comfortable with this action. Kissing a student is not acceptable.

If a student is ill or injured and it becomes necessary to touch the student, always advise the student of what you intend on doing and seek their consent.

It is not okay for adults to deliberately intend to do any actions which are intended to cause themselves or the victim sexual pleasure. This is sexual abuse and is a crime.

#### SPECIAL CARE RELATIONSHIP

In relation to students, teachers have a "special care" relationship which puts the student at a particular risk since the student is aiming to please the teacher / school authority. As a result, the legislation is

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stricter regarding special care relationships. As a regular rule, a 16-year-old can be a "consenting" party to an adult relationship. However, in the case of a special care relationship (teacher, authority at school, etc) the threshold for "consent" rises to the age of 18. Thus, it is a criminal offense to have an adult relationship with a student under 18 years old.

Some areas where a staff member may be liable for abuse or neglect:

- Disciplining a student in an obviously unreasonable or inappropriate manner
- Malevolent acts
- Hostile use of force
- Neglecting supervision (leaving students unattended, neglecting to notice obvious dangers)
- Reckless behaviour which involves a gross breach of professional standards (i.e. not expecting a child to wear seat belts or neglecting to expect students to drink water in the heat, etc)
- Failure to protect from abuse
- Making sexually explicit comments or other overtly sexual behaviour

In addition, being an Orthodox Jewish school, we observe the laws of Yichud. Therefore:

- male teachers are not to touch or be alone with female students aged 3 or older (unless saving them from a car in the road, getting them safely across the road, medical necessity, breaking up a fight or the like);
- female teachers are not to touch or be alone with or sing in the presence of male students aged 9 or older (unless saving them from a car in the road, getting them safely across the road, medical necessity, breaking up a fight or the like);
- Grooming – overly personal or intimate conduct – all grooming behaviours and inappropriate endearment between teachers and students of either gender are totally forbidden. Grooming behaviours are actions or words which endear the student to the adult, making them feel exclusively important or attractive or special in an inappropriate way to the adult. Grooming behaviour is defined as 'a course of conduct enacted ... which would give a reasonable person cause for concern that any meeting with a child arising from the conduct would be for [inappropriate] purposes.' It is any behaviour which would lead the child to be in conflict if the adult began to make physical advances into part of the relationship. It crosses professional boundaries.
- Teacher must obtain permission from the School and student parents before:
  - Inviting a student to the teacher's home
  - Visiting the student at home
  - Attending parties or social functions of any kind with a student
  - Tutoring or coaching a student at the school
- If a student is behaving in an overly familiar way or appears to be seeking a personal relationship with a teacher, the teacher should report these concerns to Administration so a plan can be developed to manage the situation effectively and sensitively.
- At all times when speaking to students, care must be taken to use appropriate language. Students must be treated with respect and without favouritism. There is no place for sarcasm, derogatory remarks or offensive or threatening comments.
- In today's day and age, teachers need to be as strict with students of the same gender as they are with the halachic expectations of the opposite gender. The rule of thumb is to make sure

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exclusion with a student never occurs so that there can never be suspicion of inappropriate behaviour.

- Private conversations with a student must happen in a public area or in a room where the door is open or there is an uncovered window.
- Teachers learning one-on-one with a student must do so in a public area or in a room where the door is open or there is an uncovered window.
- Just as in the laws of Yichud, the situation varies if it is late at night, early in the morning or at other times when there is little traffic from passersby or very secluded, a teacher should be careful and accordingly stricter in such situations to avoid all suspicions.

### MANDATORY REPORTERS

As a school and as teachers, we are in the category of adults who are Mandatory Reporters. It is legally required to Report disclosures or suspicions of abuse or neglect. (see also Mandatory Reporting section)

### STUDENT TO STUDENT

It is within normal child's play to touch or bump others, including private areas, accidentally in the course of a ball game or other interactions. However, it is not okay for children or adults to deliberately intend to do any actions which are intended to cause them or the victim sexual pleasure. This is sexual abuse and is a crime.

Every allegation of such behaviour by a child must be taken seriously in all circumstances.

Allegations of this nature are not considered a simple disciplinary matter. There are serious ramifications. Perhaps the incident was a one-off, harmless event. But, on the other hand, the behaviour that was exhibited or disclosed at school or camp may only be a small fraction of the child's actual interaction in this area. Therefore, we have a tremendous obligation to take each allegation seriously to make sure the child is protected and Report accordingly. (see Reporting Steps below)

### **INDICATORS OF SEXUAL ABUSE MIGHT BE:**

1. Disclosure by child directly to teacher, indirectly to peers or disguised (ie "I know a person who ...").
2. Detailed and overly sophisticated understanding of sexual behaviour.
3. Evidence of overtly sexual themes in artwork, stories or plays.
4. Masturbation.
5. Attempting to touch peers inappropriately.
6. Unexplained serious changes in behaviour.
7. Unwillingness to get changed in front of other children or participate in physical activities.
8. Physical discomfort, especially with regard to genitals.

### **VIOLENCE AND NEGLECT**

If there is violence at school, it must be dealt with and resolved so that the students feel safe at school. (see Bullying Policy section)

If there are signs that there has been violence or neglect outside of school (domestic or other abuse), as an entity entrusted with a Duty of Care of our students, we are required to Report these symptoms or disclosures – even when this evidence implicates the child's parents or guardians or teachers or relatives, etc.

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### **INDICATORS OF PHYSICAL ABUSE MIGHT BE:**

1. Bruising, cuts or other evidence of physical trauma.
2. Fear of adults.
3. Unwillingness to go home.
4. Disclosure.
5. Wearing jumpers/long pants on hot days to cover bruising.
6. Unexplained serious changes in behaviour.

### **REASONABLE GROUNDS**

It is reasonable to suspect a student may be at risk of significant harm based on:

- First hand observations
- Disclosure by the student (confiding in the teacher)
- What can be reasonably inferred (ie large bruises, strange behaviour, etc)

A teacher does not need to confirm suspicions or have clear proof before Reporting.

### **“SIGNIFICANT HARM”**

A student may be at risk of Significant Harm in any one of the following circumstances:

- Emotional deprivation or trauma – psychological needs are being neglected or the student is living in a home with domestic violence and is at risk of psychological harm
- Taking advantage of trust – the student is being or is at risk of being physically or sexually abused or ill-treated
- The student is not being allowed to receive an education at school (until the end of the age of schooling)
- The student is being neglected – not being given food, clothing, shelter, medical care, dental care or adequate supervision.
- In general, the frequency, persistence and duration need to be considered to determine the risk of Significant Harm.

### **REPORTING STEPS**

#### **STEP ONE**

When hearing an allegation, it must be reported to the Welfare Committee at the school at the earliest opportunity. (2014 – Ideally this involves telling Shaina Feldman or Rabbi Dadon. In a case where neither is available, it may be told to a member of the Welfare Committee or a senior teacher.)

#### **STEP TWO**

As a school we are Mandatory Reporters who are legally required to assess the Risk of Significant Harm by using the Online Mandatory Reporter Guide at

<http://sdm.community.nsw.gov.au/mrg/app/summary.page> for each such allegation. The Welfare Committee, as delegates of the school Principal, accesses this link at the first available opportunity to assess the allegation.

#### **IF REPORTING IS REQUIRED**

In a case where the Reporter Guide indicates a serious incident requiring reporting, the school is legally obligated to notify the Child Protection Helpline for investigation of the matter. Family shame and any other social ramifications or considerations are to be ignored when carrying out this responsibility. If the Reporter Guide considers the incident a Reportable one, it indicates that the child needs legal protection

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immediately pending the investigation and it is illegal and inappropriate to prevent that intervention. The concern is no longer in the school's hands. In such a case, it is not advisable to discuss the issue with the children involved, as the government experts will take over. In reportable cases, asking questions needs to be done carefully to get the clearest evidence. Experts are the best people to make these enquiries.

Failure to notify the Department is a serious offence and carries substantial penalties.

### IF REPORTING IS NOT REQUIRED

In the case that the Reporter Guide indicates that the incident does not warrant reporting, a copy of the Reporter Guide analysis should be printed and a log of the incident should be kept with it for the welfare records of the children involved. In addition, appropriate follow-through of the incident needs to occur, as outlined in the steps below.

### STEP THREE – (AND ON) ONLY FOR CASES WHICH WERE NOT REPORTED

If the case is not reportable, the "victim" should be called in to tell his/her story, to be validated in his/her understanding that the said behaviour was inappropriate and to be praised for reporting the incident and encouraged to do so in future. If needed, the student should be coached in what to say to defend themselves in a similar situation in future.

The "perpetrator" should be called in to tell his/her story, to explain how the other party understood what happened, to be told about inappropriate touch, etc and to be discouraged from further such behaviour. It is also appropriate to ask if the student has ever had someone touch them or do the same activity to them.

Notes need to be taken on these interactions for future reference.

### STEP FOUR

The parents of the "perpetrator" must be notified of the incident as gently as possible, sticking to the facts. This process is to be done by the Welfare Committee, keeping privacy in mind as a major factor. If the incident was deemed not Reportable, then there is room to assume that it was a harmless incident which will not reoccur. It is important to preserve the privacy of the said child and his/her family regarding the incident.

However, it is vital that the parents understand that while this evidence collected by the school could be nothing at all to worry about, they must keep watch. The occurrence of any such incidents warrants observation by all people who care about the student's future to ensure that there is no further evidence to suggest a paedophilic problem. The parents are the people most able to monitor this observation, as they, more than anyone else are privy to the student and his/her doings.

Should the parents notice any symptoms of paedophilia, the student should be assessed medically to ascertain his/her tendencies in this area and receive treatment as needed.

The goal is to diagnose and treat paedophilia BEFORE there are any victims of molestation!

### TEACHERS AS PERPETRATORS

If the "perpetrator" was a teacher or staff member, but the incident was not a reportable one, the Welfare Committee must call in the staff member and explain the severity of such incidents, must review the school's policy with the teacher and must put in place safeguards so that such suspicions never arise again.

A teacher or staff member suspicion will be reported to the Ombudsman and the Commission for Children and Young People for investigation. The results of this investigation could clear the staff member or give them a category listing according to severity of the crime. In cases where the category

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listing is severe, the person might be unable to continue in any field of work with children or be put in jail.

### **SOME GOOD GUIDELINES FOR TEACHERS:**

- **Contact Administration** as soon as possible about any suspicions / disclosures.
- The teacher is **not to be the agent to inform parents** of the disclosure or suspicions.
- School personnel who have access to information regarding concerns about suspected risk of harm to a child or young person (including suspected or disclosed abuse) have a **clear obligation to observe appropriate confidentiality** in relation to the entire matter. Besides the Jewish halachic implications, the teacher could become liable to charges of defamation.
- Staff members **may not report to media** about allegations unless expressly authorized by the Principal to do so.
- The teacher will need to make a written statement outlining their suspicions or information from a disclosure.
- In proceeding to take action under the Children and Young Persons (Care and Protection) Act 1998, school personnel must satisfy themselves that they are acting on reasonable grounds by using the online assessment tool.
- School personnel must avoid any false, exaggerated or unjustified assertions that may damage the good name of another person.
- Teachers may be requested to assist with supporting the child in an interview situation.
- In a Reportable case, teachers should not question children about the incident or make any comment. This may prejudice evidence.
- Teachers are to participate in child protection training so as to recognize abuse, neglect and ill-treatment of children and young people and respond according to the relevant policy and procedures. This will be periodically provided by the school. If a teacher does not attend the school course, s/he must periodically attend this course through an outside provider at their own expense.
- In a case where no Welfare Committee member (see Management chart in Accountability section) is available and the teacher cannot even reach the Principal, then the teacher is legally required to make the assessment him/herself on the Online Mandatory Reporter Guide link and Report to the Child Protection Hotline if the Guide instructs the teacher to do so. This is because it may be unsafe for the student to go home. It should not be left to wait another day.
- In the case where a student has needed physical restraining by a teacher to protect the student or others from harm, (such as a playground fight), the actions of the teacher should be well documented and given to Administration to protect the teacher from allegations of any kind.
- Before School camps, all staff and counselors must hear a talk related to Child Protection issues in a camp setting. (Please see Excursions section and the camp guide in the Excursions Folder on the Z Drive).

### **CHILD PROTECTION TRAINING REQUIREMENT**

- **new employees** – Child protection overview at point of employment (and given this Staff Handbook)
- **new volunteers** – Child protection briefing for volunteers before first voluntary session
- **existing employees** – minimum one hour per year at staff meetings and in-services
- **existing volunteers** – briefing every second year at staff meetings and in-services
- **camp counselors** – briefed before every overnight camp

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As a rule, all staff members are to prevent opportunities for abuse by making sure students are never left alone with one other person – whether it be a classmate, an older student or a staff member. All “private” talks or activities with one student must take place in a public area.

### YESHIVA COLLEGE IS RESPONSIBLE:

- to ensure that all staff, including new staff, understand their child protection responsibilities and complete Working With Children Checks upon employment;
- to provide in summary form details of child protection policy and procedures to teachers employed on a casual basis (i.e. this section of the Staff Handbook);
- to ensure that all authorised volunteers, including new volunteers, complete prohibited employment declarations and receive appropriate training;
- to effectively implement appropriate preventative programs within the school protection curriculum, such as bringing in speakers to tell the students about “bad touch”;
- to ensure school staff employ protective practices in their interaction with students, such as never being alone with a student and making sure students do not go off alone;
- to ensure the school site, facilities and practices promote a protective environment for students and staff, such as video surveillance around the property;
- to ensure the school complies with all mandatory legislative and system requirements;
- to inform parents of child protection policy, procedures and curriculum as implemented at the school in newsletters and as the need arises.

### **SOME GOOD GUIDELINES FOR PARENTS:**

If a parent hears a report that his/her child was participating in acts of a sexual nature, the parent should be on alert for other signs of a problem and discuss what happened with the child. Children should be given guidance by parents about appropriate thoughts, fantasies and behaviours and encouraged to disclose any inappropriate ones. In addition, they should be taught about inappropriate touch – no one should touch them in the areas covered by a bathing suit.

If a parent has a suspicion or hears a disclosure from the child that his/her child was played with in a sexual way, the parent should never dismiss it or assume that it is imagination. Children do not make up such things – the concept came from somewhere.

Molestation is a crime of opportunity. Parents should consider molestation opportunities every time they are arranging the supervision of their child(ren). They should make sure that there is no window of opportunity for their child to be abused each time they consent to any activity or transport arrangement that their child is to participate in.

### **VISITORS TO THE SCHOOL**

All visitors to the school, including parents, are required to sign the visitor’s book at Reception, provide ID and wear a visitor’s badge. Teachers who notice a visitor / stranger without a badge should direct them to Reception to get one.

## **MANDATORY REPORTING**

**A Mandatory Reporter is anybody who delivers services to children as part of their paid or professional work.**

If you, as a teacher see or suspect any misconduct regarding the safety, welfare or wellbeing of a child or young person at the school, you are required to report your evidence or suspicions to Community Services.

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Within a school context, it is appropriate (unless there is immediate threat to the child) to initially make the report via the school management structure. You must ascertain that the report is properly assessed and lodged – *or you are still held liable for not reporting.*

At Yeshiva, in the first instance any evidence or suspicions should be reported to Morah Shaina Feldman (2014), the Acting Principal. In her stead, Mrs Aber, the Compliance Officer (2014) or Rabbi Dadon, Student Welfare (2014) should be told. They will go to the interactive online site to determine what legal action is required regarding the evidence.

In the event that the evidence or suspicion is about any of these officers at the school, or if, chas v'shalom, these officers do not appear to be taking action, YOU are legally required to go to this site and become in charge of the matter.

The web link for the **Online Mandatory Reporter Guide** is:

<http://sdm.community.nsw.gov.au/mrg/screen/DoCS/en-GB/summary?user=guest>

The resulting analysis should be printed and confidentially kept at school. It is your evidence that/when you assessed the suspicion/evidence. It should be kept even if the Guide indicates that no reporting is needed, in case the situation escalates later.

Staff is mandated to report to Community Services if they have current concerns about the safety or welfare of a child relating to section 23 of the NSW Children and Young Persons (Care and Protection) Act 1998:

### Section 23 (1)

a-b) Child is at significant risk of harm – Neglect

a) basic physical or psychological needs not being met or are at risk of not being met

b) parents/ carers unwilling or unable to provide necessary medical care

b1) parents/ carers unwilling or unable to arrange for the child or young person to receive an education

c) Child is at significant risk of harm – Physical / Sexual abuse

d) Child is at significant risk of harm – Domestic violence

e) Child is at significant risk of harm – Serious Psychological harm

f) Child is at significant risk of harm – Prenatal report

Here is a list of some circumstances when you would report:

- Any concerns you may have about the safety, welfare and wellbeing of a child or young person at the school;
- Any concerns you may have about the inappropriate actions or 'reportable conduct'\* of any other employee or other person involved with the children or young people at the School;
- If you become aware that an employee or other person involved with the children or young people at the School has been charged with or convicted of an offense involving 'reportable conduct'\*;
- If you become the subject of allegations of 'reportable conduct\*', whether or not they relate to your employment at the School.

\*See Abuse and Neglect section for a definition of Reportable Conduct.

- Staff will undergo training in relation to child protection and reporting as part of the training budget.

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- Any staff that forms a belief based on reasonable grounds that a child is at risk of harm, should ensure they record the details of the evidence which forms the basis of their suspicion. Include dates wherever possible.
- Reports should be treated with strict confidentiality.
- A staff member who forms a belief based on reasonable ground that a fellow staff member is causing harm to a student or that a fellow student is causing harm to a student, the Mandatory Reporters Guideline must be consulted.
- If directed by Mandatory Reporters Guideline to report to Community services, staff should report their concerns to the Child Protection Helpline:
  - Mandatory Reporters phone 13 36 27
  - Non-Mandatory reporters phone 132 111
- When reporting to the Helpline it is important to have as much information as possible available to give to the Helpline. This might include child's information, family information, reporter details and outcomes of the Mandatory Reporters Guideline.
- **Should a staff member be aware that his supervisors were required to report an incident and did not choose to do so, that staff member is legally responsible to report.**

Please see also out Abuse / Neglect and Child Protection section above.

## DUTY OF CARE

Teachers must actively provide for the protection, safety and welfare of students.

### DUTY OF CARE

The duty of care owed to students arises directly from the Special Care relationship between teachers and students (see Abuse, Neglect and Child Protection section). Up to the age of fifteen years, students are required by law to attend school and parents are required by law to send them to school.

The duty of care is a duty to take reasonable measures to protect students against risks of injury which reasonably could have been foreseen. The duty of care has been expressed by the courts as requiring teachers to take such measures as in all the circumstances are reasonable to prevent injury to the student. The duty is not to ensure that there is no injury but to take reasonable care to prevent injury which could reasonably have been foreseen. A teacher must factor in the age, maturity and abilities of the students when determining whether an activity is risky.

A teacher's duty of care will arise whenever there is a teacher/student relationship and not just when the teacher is assigned for supervision duties eg. if a teacher walks through the school grounds or buildings and becomes aware of a situation that is putting students at risk, the teacher's duty of care would require taking reasonable steps to rectify the situation.

A teacher's obligations in the area of Duty of Care increase in areas where risks increase. For example, a teacher's role increases in the following situations: on the playground, when there are larger numbers of students together, during sports and on excursions. These occasions not only allow for physical injury more readily, but also are opportunities for peer bullying to take place. Teachers are required to be vigilant in protecting students from bullying at all times (see Bullying section).

It is obvious that teachers are also not to bully / emotionally harass students.

### TEACHER SUPERVISION

A teacher's Duty of Care also extends to requirements about supervision.

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The school's Duty of Care must be exercised from the time the school formally accepts the presence of students, up to half an hour before normal classes begin until they safely depart the school after normal classes finish.

According to the law, teachers are expected to be at school 15 minutes before their lessons and remain 15 minutes after lessons. Teachers of the last class are responsible that they leave. Infant teachers must escort them and are to make sure they are safe until pick up (at least 15 minutes of duty). If parents have not yet arrived, it is possible to leave them in the care of another supervisor on pick up duty. Please let this supervisor know you are leaving the area before you do.

Teachers are not to leave a class unattended in any circumstances – if the next teacher is late, please call Administration immediately, but **DO NOT LEAVE THE CLASS ALONE**.

Practical examples:

- If the teacher gives a student an early mark and when the student goes to the playground, has chv"sh an injury or two students fight, the teacher can be held accountable legally for lack of proper supervision.
- So too, if a teacher leaves a class unattended because the next teacher has not yet arrived, the teacher who leaves is liable for the lack of supervision of the class.
- This includes a teacher on recess duty who leaves a class on the playground when their teacher has not yet arrived.

The staff is expected to be considerate of and assist their colleagues by arriving on time to take over their supervision duty so classes and breaks can move forward smoothly.

A teacher should never drive a student in their car unless there is specific permission from Administration or Honhola. In an emergency, a teacher should exercise discretion but then report the matter to Administration.

### STUDENTS NEED SUPERVISOR

Students need to know who is supervising them at all times. They need to feel safe and in the event of incidents (medical, social, etc), they need to be able to turn to a responsible adult.

The teacher must not only observe the students under their care, but be seen by the students to be observing them, so that all students feel secure physically and socially. In addition, a teacher is obligated to keep alert for any risks during their watch.

Students should be instructed as to what constitutes safe and unsafe activities.

When a student is injured or severely bullied while in the care of the school, it is possible that legal action will be taken. The responsible supervisor at the time of the incident (whether during class time or recess or change-over of classes, etc) will be legally answerable about their responses or lack of responses to the situation.

### CAMPS AND EXCURSIONS

Special arrangements apply in relation to school activities such as excursions (also sports) and camps conducted outside the school grounds. Teachers are required to determine their responsibilities in these circumstances before engaging in them. (See the Excursions section below as well as the folder on the Z Drive for Excursions and Camps for information, the required risk assessment forms and procedures, etc)

In summary, the expectation is that the following apply:

- risks to students during school activities are minimised through the assessment of possible risks;
- risk assessment forms are completed for all excursions off campus;
- staff responsible for supervising students have appropriate training and experience;

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- adequate supervision is provided for students at all times;
- teachers arrive on time for all duties;
- staff take care that all students are psychologically supported (such as monitoring bullying or discouraging mean comments);
- duty of care cannot be delegated.

See also the Absences section in relation to the Duty of Care to maintain knowledge of each student’s whereabouts during school hours.