



# IRMTNZ Student Safety Policy & Guidelines for Safe Teaching Practices

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### IRMTNZ Designated Safety Persons (DSP), North and South Islands:

Contact: [learnmusicnz.org.nz](http://learnmusicnz.org.nz)> [contact](#)

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## Summary

- This IRMTNZ Student Safety Policy & Guidelines outlines the commitment of the Institute of Registered Music Teachers of New Zealand (IRMTNZ) to student safety and protection.
- Its purpose is to safeguard and protect:
  - IRMTNZ members from misunderstandings or erroneous allegations, no matter where we are teaching or what our employment status is.
  - to safeguard and protect the music students whom we teach.
- Its aim is to:
  - provide information and set achievable, realistic boundaries for safe music teaching practices.
  - raise awareness of issues concerning the safety and protection of New Zealand children and vulnerable adults.
  - give advice for how best to respond if a student discloses abuse
  - set procedures for reporting concerns about student safety and welfare.
- **All IRMTNZ members are required to be familiar with this policy and abide by it.**



## Fundamental principles

- IRMTNZ practice starts with a presumption of trust and confidence in its members.
- The intention of this policy is to create ongoing accountability and bring a greater visible credibility to IRMTNZ as a professional organisation.
- IRMTNZ members:
  - are adults who have been placed in a position of trust and have a duty of care towards students
  - have obligations to teach effectively and safely under the *Music Teachers Act* 1981.
- IRMTNZ acknowledges a responsibility to ensure that the purposes of the Institute are carried out. Ongoing professional endorsement by IRMTNZ requires ongoing accountability of each member.
- IRMTNZ is committed to support the aims of the *Vulnerable Children Act* 2014 and *The New Zealand Children, Young Persons and Their Families Act* 1989
- IRMTNZ is committed to specific practices that
  - protect students from harm
  - protect the teacher from misunderstandings or erroneous allegations
  - raise awareness of issues concerning student abuse and neglect
- The safety and well-being of IRMTNZ Members and their students is the prime consideration at all times.
- Whilst the welfare and interest of the child or vulnerable adult will be of first and paramount concern, IRMTNZ also recognizes that the family's primary role in caring for and protecting the student should be valued and maintained.
- Discretion is of prime importance; obligations of confidentiality will be upheld, in all matters and for all people concerned.
- 'Child protection is everyone's responsibility in the education sector'. *VCA Practical Guide*

## Definitions. For the purposes of this policy and the guidelines:

- **A child** is defined as a person below the NZ legal age of consent – under 16 years.
- **A vulnerable adult** is defined as a person unable to withdraw himself or herself, by reason of age, sickness, mental impairment, or any other cause, from the charge of another person.
- **A student** is defined as anyone learning with a teacher, including children and vulnerable adults.
- **Disclosure** is defined as a child talking about something that indicates abuse.
- **Police check:** The Ministry of Justice Request for your personal **Criminal Conviction History** form, available on NZ Ministry of Justice and IRMTNZ websites.
- **'Irrelevant' criminal offences** include occasional parking or speeding fines.

## Scope: Who this policy applies to

- This policy applies to all individual registered members of IRMTNZ unless otherwise stated in the policy.
- Individual IRMTNZ members must be aware of their personal responsibility for the liabilities and obligations both for themselves and for any of their students who are teaching under the auspices of that IRMTNZ member.



# Full IRMTNZ Student Safety Policy

## Individual IRMTNZ member responsibility

IRMTNZ members are professionally and publicly recognised as adults of good character who have been placed in a position of trust and are competent to teach.

- a. IRMTNZ Members must accept responsibility for the safety and welfare of all students, especially children and vulnerable adults, with whom they come into contact in the course of their work. See: *Putting the Policy into Practice*, pages 5-8 and *Guidelines for Safe Practice*, page 8
- b. IRMTNZ members must abide by the *Music Teachers Act 1981*:  
Part 2. *Qualifications for Registration*: to be registered, teachers must be of good character and ... be competent to teach.

IRMTNZ members have an obligation to parents, students and colleagues to:

- Maintain their personal and professional qualifications. required under the Act
- Comply with IRMTNZ requirements for obtaining regular personal **Criminal Conviction History** reports. Forms available at <http://www.justice.govt.nz/services/criminal-records/forms/request-by-individual.pdf/view>

- Be committed to continuous professional development.

*See Putting the Policy into Practice, page 5*

- c. IRMTNZ members have a responsibility, under this policy, to
  - Be familiar with IRMTNZ Policy for *Safe Teaching Practices*.  
*See pages 9-10 and Guidelines pages 12-14*
  - Know how to respond to any disclosures of abuse by a student. *See page 10 and Appendix I*
  - Respond to and report any concerns about a student or somebody else's behaviour, using careful judgement and IRMTNZ set procedures. *See Appendices I & II*
  - Be aware of the indicators of abuse and neglect in their students. *See Appendix III*
- d. IRMTNZ members, in the course of their professional activities must
  - be familiar with and abide by the IRMTNZ *Student Safety Policy and Guidelines*
  - observe the IRMTNZ *Guidelines for Safe Teaching Practice*
  - follow the IRMTNZ procedures for *Responding to* and *Reporting* safety concerns
  - be aware of any other relevant guidance issued by the IRMTNZ



## IRMTNZ Council responsibilities

IRMTNZ Council will ensure that:

- a. There is a *Designated Safety Person (DSP)* at national level who will take responsibility in respect of student protection. The DSP will be appointed according to the agreed *DSP Role and Responsibilities* (Appendix IV).
- b. Where possible, each branch should designate its own Safety Person. This person must comply with the IRMTNZ DSP Role and Responsibilities.
- c. **Privacy procedures:** information relating to any allegation or disclosure will be clearly recorded as soon as possible, and there is a procedure setting out who should record information and the processes for passing it on. (Appendix I)
- d. The welfare and interests of the child or vulnerable adult shall be the first and paramount concern (New Zealand *Children, Young Persons, and Their Families Act 1989*, Part 1:6). Considerations of confidentiality which might apply to other situations should not be allowed to override the right of children to be protected from harm.
- e. In conjunction with d) above, in all matters of concern, as far as possible, the family's primary role in caring for and protecting the student will be valued and maintained.  
(New Zealand *Children, Young Persons, and Their Families Act 1989*, Part 1:8)
- f. Every effort will be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.
- g. **Education and Publicity:** The IRMTNZ *Student Safety Policy and Guidelines* will be referred to or included in recruitment, training and policy materials, where appropriate.
- h. The IRMTNZ *Student Safety Policy and Guidelines* will be openly and widely made available to members and actively promoted within the organisation.
- i. **IRMTNZ Culture and Ethics:** A culture of mutual respect between students and IRMTNZ members will be encouraged, with teachers modelling good practice in this context. (see *IRMTNZ Code of Ethics*)
- j. IRMTNZ members who encounter concerns in the context of their work will be supported when they report any concerns in good faith.
- k. **The IRMTNZ will endeavour to safeguard students and teachers by:**
  - Ensuring that all IRMTNZ members receive opportunities for continuous professional development.
  - Ensuring that all IRMTNZ members submit a personal **Criminal Conviction History** report.
  - Adopting the IRMTNZ *Student Safety Policy and Guidelines* as a living document.
  - Adopting procedures for reporting safeguarding concerns within IRMTNZ and to the relevant authorities.
- l. **This Policy will be reviewed at every Council meeting until further notice.**



## Practicalities: Putting the Policy into practice

### Personal and professional accountability

#### a. Professional development

Continuous Professional development is an integral part of IRMTNZ membership, in accordance with the *Music Teachers Act 1981*, Part 4.

- **IRMTNZ members should regularly attend professional development events:**
  - Studio teachers often work in isolation and need to safeguard their health and wellbeing both personally and professionally.
  - Attending internal or external professional events, seminars, and/or courses provides members with face-to face networking, socialising and informal discussion.
  - Continuous Professional Development (CPD) keeps members up to date with musical knowledge and best teaching practices.
  - In order to stay current and maintain registration status, IRMTNZ members must provide evidence of CPD periodically, on request. It is recommended that members attend at least two skills or knowledge based CPD events per annum.

#### b. Personal accountability

- **A Criminal Conviction History (CCH) report** must be obtained by each IRMTNZ member every three years. Each member is required to submit their CCH report to IRMTNZ at least once, and thereafter periodically on request. Personal Criminal Conviction History report forms are obtained from the Ministry of Justice:

<http://www.justice.govt.nz/assets/Documents/Forms/request-by-individual.pdf>

- **Criminal Offence reporting**

In addition to obtaining a personal Criminal Conviction History report, members must notify the IRMTNZ Registrar promptly, if subsequently:

- They are convicted or accept a caution in relation to a relevant criminal offence.
- They are charged with a relevant criminal offence.
- They are subject to an investigation (whether criminal or not), which could raise concerns in relation to the protection of children or vulnerable adults\*.
- They are arrested for any offence that, if proved, could cause serious damage to the reputation of the IRMTNZ (for example sexual offences, assault, theft or drugs offences).

\* Failure to disclose such an investigation whether charges were laid or not may be regarded as a violation of our Code of Ethics.

### Student Health and Safety: Safe Teaching Conduct

- a. **Physical contact** (see Guidelines 3). Avoid inappropriate physical contact with students. Physical contact can be appropriate if absolutely necessary for demonstrating correct posture and movement required for singing and/or playing an instrument. The extent and parameters of this should be

outlined in an initial consultation with the student, or the parent or guardian of a child or vulnerable adult.

- b. Transport.** It is not good practice to take children and vulnerable adults alone in a car on journeys, however short, unless with the prior consent of the student's parent/guardian, and then only in exceptional circumstances.  
Transport arrangements in general should be agreed upon in advance – it is advisable that students wait for rides at the teacher's house or studio, not outside on the street.
- c. Conversation.** Do not make suggestive or inappropriate remarks to or about a student, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships.
- d. Behaviour.** Do not engage in behaviour that could be construed as 'grooming' a student (for example giving a child money, presents or favours or talking or behaving in an inappropriate or unprofessional manner). Never bully, shout, threaten, humiliate or make suggestive remarks.
- e. Safe communications:** *messages by means of, but not limited to, the following media:* cell phone, text messaging, email, instant messaging, blogging, or any other social networks.  
Electronic communication can be a useful practical tool for teachers, but IRMTNZ members should observe the following guidelines:
- **Best practice** for children under 16 or vulnerable adults is to communicate directly with their parents or guardians; only communicate directly with these students when absolutely necessary and only then with the prior consent of the parent or guardian:  
*(see IRMTNZ Terms of Tuition)*

**In all communication:**

- Be mindful of your professional obligation; maintain a professional distance
- Consider ethical risks; be transparent and accessible; be aware of how the message might be interpreted by others
- Keep the content of messages limited to professional, practical teaching matters
- Never discuss matters of a sensitive personal nature with a student
- See below and *Appendices I and II* for how to respond to, & report any disclosures or concerns
- While using appropriate style, always use respectful written, spoken and pictorial communication
- Group communications through a professional web page is acceptable practice. The IRMTNZ *Code of Ethics* should be followed in this regard.

## Recognising, Responding to, Recording of, Reporting student abuse

### a. Recognising abuse, versus general concern for student welfare

- Families invariably have stresses and strains which can affect a child inadvertently but are not abusive or neglectful. It is important to differentiate between identifying child abuse and simply being concerned for your student's welfare. *(See Appendix III, p 17).*
- Every family is different, and signs of neglect or abuse can be hard to categorise. It's normal to feel uncertain and you might feel unsure about whether to let someone know. But if you notice a pattern of unusual behaviour forming, it could be that something is wrong.
- If you have a concern, record it using set procedures *(See Appendix I, p 11)*. It is not your responsibility to decide whether abuse has occurred. That is a task for the professional agencies.
- If in doubt contact the IRMTNZ Designated Safety Person. Never act on your own. *(See Appendices I and II, p 11& ff).*

### b. Responding: Disclosure from a child – how to respond: 'Keep Calm and Listen Carefully'

- Take any disclosure of abuse from a child or vulnerable adult seriously.
- It is important to listen to what they have to say and not deter children or vulnerable adults from making a 'disclosure' of abuse through fear of not being believed.
- Procedures for responding to an allegation of abuse are set out in Appendix I of this document.
- If the allegation gives rise to a child protection concern it is important to follow the IRMTNZ's procedure for reporting such concerns, and not to attempt to investigate the concern yourself.
- If the disclosure is deemed to be serious regarding the conduct of another IRMTNZ member in relation to children or vulnerable adults, report the concerns immediately to the IRMTNZ's Designated Safety Person. See Appendix II.
- Remember that those who abuse children or vulnerable adults can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting all students as individuals, and the modelling of appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism.

### c. Recording: record in writing what was said as soon as possible using advised procedures (see Appendix i and template on page 15).

- Use the student's own words.
- Distinguish between the student's own words and any inferences you may have made
- Note the date, time, any names mentioned, to whom information was given
- Ensure that the record is signed by you and dated.

### d. Reporting concerns. See Appendix ii. If you have concerns, never act on your own; contact the IRMTNZ Designated Safety Person at [www.learnmusicnz.org.nz](http://www.learnmusicnz.org.nz) using IRMTNZ procedures (Appendix I & II) which include guidance about privacy.



# IRMTNZ Guidelines for Safe Teaching Practices

To be read in conjunction with the [IRMTNZ Code of Ethics](#)

## 1. Safe practice: personal and professional integrity check list

- 1a. Am I conducting my practice in an open and transparent way?
- 1b. Have I developed a practice that is respectful, caring and professional and do I demonstrate integrity, maturity and good judgment?
- 1c. Have I checked my standards against the IRMTNZ Code of Ethics recently?
- 1d. Do I apply the same professional standards regardless of the background and gender of my students?
- 1e. By taking responsibility for my actions and behaviours, do I avoid conduct, which may lead any reasonable person to question my motivation or intentions?

## 2. Safe physical environment: building, equipment and emergencies check list

- 2a. Am I aware of my obligations and liabilities under *Workplace Health and Safety Reform April 2016* – available from: [IRMTNZ Workplace Safety Information](#) And from <http://www.legislation.govt.nz/regulation/public/2016/0013/latest/DLM6727530.html>
- 2b. Do I have an adequate first aid and/or emergency disaster kit and know how to administer first aid?
- 2c. Do I have an up-to-date emergency contact list for all students?
- 2d. Are students at risk from any hazards in and around the house?
- 2e. Are all electrical cords and equipment safe?
- 2f. Are instruments maintained hygienically?
- 2g. Do I take adequate precautions over lifting heavy instruments?
- 2h. Do I or my students need to take precautions to reduce hearing loss over time? 2i. Are smoke alarms installed and regularly checked? Are there adequate fire safety precautions and exits from the studio?
- 2j. Is my house/studio smoke free?
- 2k. Is my house / studio free of illegal drugs?

## 3. Safe physical contact

### 3 a. Avoid any physical contact which could be construed as being inappropriate.

- Modelling hand and arm positions and communicating correct movements through well chosen explanations is good practice.
- Sometimes, however, it is necessary for music teachers to demonstrate technical movements and positions to their students through physical contact.
- Demonstrate various physical adjustments at the initial interview, with a parent or guardian present, so that the parameters of these practices are known and understood from the outset.
- Be aware of what constitutes appropriate physical contact in accordance with the age, gender, ethnicity and background of the student.

- 3 b. **Respect the student's physical space and cultural traditions.** Some students feel very uncomfortable with physical contact particularly those who come from difficult backgrounds or from cultures that have specific practices concerning what physical contact is appropriate.

Accept and respect that what may seem appropriate physical contact to the teacher may not, for whatever reason, feel comfortable to certain young people.

It is recommended that IRMTNZ members become familiar with the customs and traditions of the pupils they teach. For information on Māori customs and traditions (Tikanga) see

<http://www.māori.org.nz/tikanga>

- 3 c. Ascertain any potential concerns or difficulties with the parent or guardian at the initial consultation or as soon as is practicable.
- 3 d. Never use physical force as a means of control. The use of unwarranted force is likely to constitute a criminal offence.
- 3 e. Further information: <http://www.childmatters.org.nz/251/child-protection-policy/section-3-safe-working-practices/physical-interaction-with-children>

#### 4. Conflict resolution

- 4a. Record in writing immediately any conflict that may give rise to concern. If the conflict is protracted, recording the situation ensures that the teacher is not seen to be acting alone or inadvisedly.
- 4b. In any situation where the student becomes distressed or angry it is recommended that this should be shared confidentially with a colleague or in more serious cases with the IRMTNZ *Designated Safety Person*.
- 4c. In most situations, conflict with a student warrants immediate notification to the parent or guardian.

#### 5. Professional dress and appearance

- 5a. A person's dress and appearance are matters of personal choice and self-expression. However, IRMTNZ members should consider the manner of dress and appearance appropriate to their professional role that may be different to that adopted in their personal life.
- 5b. Members should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner, which could be considered as inappropriate, could render themselves vulnerable to criticism or allegation.

## 6. Safe studio space

Regardless of whether there are other people present during music lessons, the safety of knowing someone *could* pass by is both reassuring to the student and a safeguard for the teacher. For this reason:

- 6a. The room chosen to conduct music lessons should be freely accessible to the other parts of the building or house.
- 6b. If possible, the studio door should remain open if the studio/room door is not glass.
- 6c. Anything the teacher might say to a student must always be appropriate and as such would not be concerning for anyone passing to hear.
- 6d. It is strongly advised that lessons are not conducted in a bedroom. If limited space demands this, it is recommended that any beds and personal items are removed.

## 7. Safe publicity: photographs, video, images and written material

- 7a. It is illegal to use either images or written material about students for publicity purposes without the direct permission from the student and their parent or guardian.
- 7b. Images and written material about students should not be displayed on websites, in publications or in a public place without consent.
- 7c. If agreement is reached, avoid naming the student directly. Any such material should be securely stored and agreement established regarding any further use.
- 7d. Personal and contact details of students and colleagues must be kept confidential unless permission is given otherwise. The IRMTNZ Code of Ethics states: *Confidentiality of personal information, verbally or in any written or pictorial format, must be maintained unless prior approval has been expressly given by the student or guardian to pass this information on.*

## Appendix I Responding and Recording

### How to respond to a student making an allegation of abuse;

#### Disclosure from a child – general

- Take any disclosure of abuse from a child or vulnerable adult seriously.
- It is important to listen to what they have to say and not deter children or vulnerable adults from making a 'disclosure' of abuse through fear of not being believed.
- Procedures for responding to an allegation of abuse are set out below
- If the allegation gives rise to a child protection concern it is important to follow the IRMTNZ's procedure for reporting such concerns, and not to attempt to investigate the concern yourself.  
(See *Appendix II*, p 14)
- Regarding the conduct of another IRMTNZ member in relation to children or vulnerable adults, report any concerns immediately to the IRMTNZ's Designated Safety Person. See *Appendix II*.
- Remember that those who abuse children or vulnerable adults can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting all student individuals, and the modelling of appropriate conduct, which always excludes bullying, shouting, racism, sectarianism, sexism.

#### Disclosure from a child: procedures for responding

1. Breathe; don't panic.
2. Keep calm and listen carefully to what is said and show that you are taking it seriously. Keep your voice low and gentle.
3. Keep things simple for the student, especially for young children and vulnerable adults.
4. Do not promise to keep secrets. Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with another. Tell the student that the matter would only be shared with a trusted person who needs to know about it.

##### *Examples of things you can say:*

"I can't promise not to tell anyone, but I'll only tell someone who can help you"

5. Be patient. Give the child time to continue at her/his own pace.  
Only ask questions for clarification, to ascertain that something is not right. At all times avoid asking questions that suggest a particular answer.

##### *Examples of things you can say:*

Repeat the last few words in a questioning manner / or "How come?"; "What do you mean?"

6. Be non-judgmental and reassuring. Say that they have done the right thing in telling you.

##### *Examples of things you can say:*

"You're not to blame", "thank you for telling me", "it must have been hard for you to tell me".

7. Tell them what you will do next, and with whom the information will be shared (if this is in a school it will need to be the designated person within that school).

*Examples of things you can say:* "This person will know who can help you".

8. Make no judgement about what you have heard

## What to do

### IRMTNZ Procedures for recording a disclosure

If a concern is reported, it's important to have a correct record of the disclosure.

*Use the template on page 13* and make notes using the following procedure:

1. Record in writing what was said as soon as possible; use the student's own words; use speech marks
  - differentiate between the student's own words and any inferences you may have made.
  - note anything else you have observed or heard, eg any unusual behaviour pattern, as your own observation.
  - note the date, time, any names mentioned, to whom the information was given.
  - ensure that the record is signed and dated by you.
  - keep the record in a safe, confidential place.
2. It is not your responsibility to decide whether abuse has occurred. That is a task for the professional agencies, for whom your concern may form part of a wider picture.

(See procedures for reporting concerns: *Appendix I*).
3. If you suspect anything, never act on your own; contact
  - the IRMTNZ Designated Safety Person\* [learnmusicnz.org.nz](http://learnmusicnz.org.nz) using IRMTNZ set procedures (Appendix III) which include guidance about privacy.
  - \* If you want to talk to someone, contact *Oranga Tamariki* 0508 326 459
  - \* If a child or vulnerable adult is in immediate danger, phone 111 Police C.P.T. team. In the first instance, general and anonymous information should be given as A NOTIFICATION '(reporting a concern').Take note of the conversation for any possible future reference.  
A notification to *Oranga Tamariki* can be entirely confidential.  
A notification to the Police requires them to note the name and contact details of the caller.



## Template for recording concerns

<b>Childs name :</b>		<b>Date of birth :</b>	
<b>Date :</b>		<b>Time :</b>	
<b>Notes</b>			
<b>Action taken</b>			
<b>Signed :</b>		<b>Date :</b>	
<b>Position :</b>			

## Appendix II

### How to report concerns: IRMTNZ Procedures

- While there are different definitions of abuse, the important thing is to think about the overall wellbeing or risk of harm to the child, see the website of Oranga Tamariki (Ministry of Vulnerable Children) for more details: <https://www.mvcot.govt.nz/>.
- In all matters of concern, while the protection and welfare of the child or vulnerable adult remains of paramount, IRMTNZ recognises that the family's primary role in caring for and protecting the student should be valued and maintained as far as possible, and with discretion and courtesy.
- IRMTNZ members could have their suspicion or concern raised in a number of ways, the most likely of which are:
  - i. The conduct of another music professional or adult.
  - ii. A child 'disclosing' abuse;
  - iii. Bruising or evidence of physical hurt.
  - iv. Unusual behaviour by a child.
- **If an IRMTNZ member has such concerns, they should report them immediately to the appropriate person in the internal or external organisation within which the concern has arisen (for example the IRMTNZ Designated Safety Person; the school principal; orchestra or music service leaders). This principle applies regardless of whether the IRMTNZ member is working in an employed or self-employed capacity.**
- If a child in your care has suffered a serious injury as a result of abuse, seek medical attention immediately and then inform the police.

IRMTNZ members should always feel able to contact the IRMTNZ *Designated Safety Person* (DSP) if they wish to discuss any safety concerns, however they arise. The current DSP contact details are readily available from [learnmusicnz.org.nz](http://learnmusicnz.org.nz) or from the IRMTNZ Registrar.
- IRMTNZ members should report to the IRMTNZ DSP immediately any concerns they may have about the conduct of another IRMTNZ member in relation to a student.
- The most common examples of the types of concerns that must be reported immediately are:
  - Someone has behaved in a way that has harmed a student / may have harmed a student
  - Someone has possibly committed a criminal offence against or related to a student.
  - Someone has behaved towards a student in a way that indicates he/she is unsuitable to be regarded as an adult placed in a position of trust.
- Where available, the **branch** Designated Safety Person will consider the concerns and may refer them to the IRMTNZ National Council through the IRMTNZ DSP.

- Either body may consider the matter and, after taking appropriate advice (which may include discussing the circumstances on a confidential basis with professional advisors\*), may decide to deal with the matter internally. In such as case, if further information comes to light at a later stage which warrants a referral to authorities, the IRMTNZ Ethics Committee will make this referral.
- Alternatively, these bodies, if appropriate, may refer the matter directly to Child, Youth and Family Services and/ or the Police
- **If in doubt, contact Oranga Tamariki (Ministry for Vulnerable Children) 0508 326 459 or the Police. In the first instance, general and anonymous information should be given as A NOTIFICATION ('reporting a concern')**
- Take note of the conversation for any possible future reference.
- NB A **notification** to Oranga Tamariki can be entirely confidential.
- A notification to the Police requires them to note the name and contact details of the caller.

See Oranga Tamariki's website <https://www.mvcot.govt.nz/> for more details

**Contacting Oranga Tamariki 0508 FAMILY (0508 326 459)**

Specialist staff will be able to give you help and advice.

**Call Oranga Tamariki if**

- you think a child or vulnerable adult might be unsafe or in danger of harm
- you think a child or vulnerable adult might be suffering from ill-treatment, abuse or neglect
- Are concerned about a child or vulnerable adult and want some advice
- Are not sure if you need to be concerned and want to talk things through.

**Useful hints for when you call:**

It helps Oranga Tamariki to have as much information as possible.

Write down a list of all the information that you want to give.

Check off your list as you talk it through.

*Your list might include:*

- Details of any incidents including dates
- Details about the child or vulnerable adult and their family eg name and address
- Reasons why you think the student is at risk
- If you are aware of the family being involved with Oranga Tamariki or the police.

Share as much information as you can, including any records you have kept, with Oranga Tamariki.





## Privacy

In matters and for all people concerned, discretion is paramount and IRMTNZ obligations of confidentiality under the Privacy Act 1993 must be upheld.

Use anonymous information as far as you can.

Use the following **Information Privacy Principles**:

At the heart of the Privacy Act 1993 are 12 information privacy principles which apply without distinction to children, adults and vulnerable adults. The Office of the Privacy Commissioner (OPC) has summarised these principles as:

1. Only collect information if you really need it.
2. Get it straight from the people concerned if possible.
3. Tell them what you are going to do with it.
4. Be considerate when you're getting it.
5. Take care of it once you've got it.
6. People can see their information if they want to.
7. They can correct it if it's wrong.
8. Make sure information is correct before you use it.
9. Get rid of it when you're done with it.
10. Use it for the purpose you got it.
11. Only disclose it if you have a good reason.
12. Only assign unique identifiers where permitted

<https://www.privacy.org.nz/the-privacy-act-and-codes/privacy-principles/>

*The IRMTNZ Designated Safety Person contact details are at [learnmusicnz.org.nz](http://learnmusicnz.org.nz) or can be contacted through your branch*

### Privacy within IRMTNZ

In all matters, confidentiality is paramount. See the IRMTNZ Privacy Policy



## Appendix III

### Definitions of abuse

#### Recognising abuse - some indicators

*The Children, Young Persons and their Families Act, 1989*, defines child abuse as "the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person".

See Oranga Tamariki's website for more information <https://www.mvcot.govt.nz/>

#### Some definitions of abuse

##### **Physical Abuse**

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

##### **Emotional Abuse**

Emotional abuse is anything that causes mental anguish :: fear, shame, humiliation, indignity, powerlessness. e.g. Verbal intimidation; humiliation; sarcasm; threats of physical harm; favouritism; belittling another's culture

##### **Sexual Abuse**

Sexual abuse is any sexual behaviour whether implied or actual, which is inappropriate or offensive.

##### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development.

**Source:** These definitions are sourced from *How Can I Tell?* published by Child Matters

More: details and examples of indicators of neglect are available in this book.

View *How Can I Tell?* online or you can order copies of *How Can I Tell?* through the Child Matters shop:

[www.childmatters.org.nz](http://www.childmatters.org.nz)

## Appendix IV

### The role of IRMTNZ Designated Safety Person (DSP)

- The Designated Safety Person holds the responsibility for student (children and vulnerable adults) protection within IRMTNZ
- The DSP role is an additional function of a Council member or someone suitable appointed by Council
- The DSP position is voluntary unless otherwise decided by Council
- The DSP must be in, or be given by Council, a position of authority to influence the organisation and propose change where necessary
- The DSP is accountable to the IRMTNZ Council. Conversely, the IRMTNZ Council has a responsibility to oversee the DSP.

#### Disclaimer

The DSP, acting in the best interests of the IRMTNZ members and their students, and in accordance with the IRMTNZ *Student Safety Policy*, shall not be subject to any personal liability.

#### Responsibilities of the IRMTNZ DSP

- Be a source of advice and support for members who may have child protection concerns
- Ensure that the IRMTNZ *Student Safety Policy* is reviewed regularly (eg every 3 years)
- Ensure that members are well informed of the policy content
- Undergo or have undergone suitable training: eg Child Matters workshop
- Ensure that any branch DSPs are suitably qualified and trained
- Ensure that training procedures are well documented and readily available for succeeding DSPs
- Ensure that confidentiality and privacy of CCH records and documentation is maintained.

#### Who: personal qualities

- Suitability for this role requires having definite concern for child safety and protection
  - In addition the DSP will have:
    - the time, availability, accessibility for all members
    - maturity and life experience
    - no unresolved issues regarding child abuse
    - interpersonal skills that build rapport
    - the ability to listen, to communicate sensitively with a diverse range of people
    - the ability to keep things in perspective
    - a good personal support network
    - authority within the organisation to advise and effect change where necessary
- and be calm, measured, and open-minded
- willing to ask advice from child protection agencies eg Child Matters
  - willing to undergo the necessary training eg Child Matters workshop
  - able to maintain total confidentiality; be willing to sign a confidentiality agreement with Council
  - willing to consult with, and be advised by, the IRMTNZ Registrar and Council

## Appendix V

### Resources: Training and Advice

**This IRMTNZ Student Safety and Protection Policy has been written with advisory information retrieved from:**

- Child Matters: <http://www.childmatters.org.nz/16/about-us>
- Children's Action Plan:  
<http://childrensactionplan.govt.nz/childrens-workforce/child-protection-policies/>
- Vulnerable Children's Hub:  
<http://childrensactionplan.govt.nz/supporting-childrens-teams/vulnerable-childrens-hub/>
- Children's Worker safety checking advice: <http://childrensactionplan.govt.nz/childrens-workforce/safety-checking-and-the-workforce-restriction/how-to-do-safety-checking/referee-checking>

**This IRMTNZ Student Safety and Protection Policy 2016 adheres to the following Acts:**

- *Music Teachers Act* 1981
- *Health and Disability Commissioner Act* 1994
- *Children Young Persons and Their Families Act* 1989
- *Privacy Act* 1993: <http://childrensactionplan.govt.nz/supporting-childrens-teams/info-sharing/>
- *Human Rights Act* 1993
- *Education Act* 1989/1998
- *Domestic Violence Act* 1995
- *Care of Children Act* 2004
- *Employment Relations Act* 2000
- *Child Young Person and their Families Act* 1989
- *Code of Health and Disability Services Consumers' Rights*
- *Vulnerable Children's Act* 2014

## Appendix VI

### Sources

In drawing up this document and in addition to the collaborative process, advice and material is taken from the following sources:

- The NZ Govt '*Regulatory Impact Statement*' – Available from:  
[http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/PublicationsAndResources/RIS\\_SafeguardingChildrensWorkforce.pdf](http://www.minedu.govt.nz/~media/MinEdu/Files/TheMinistry/PublicationsAndResources/RIS_SafeguardingChildrensWorkforce.pdf)\*
- The NZ Govt. *Vulnerable Children Act – Scope of the Child Protection Policy Requirements* – Available from: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Vulnerable-Children-Act-Scope-of-Child-Protection-Policy-Requirements-March-2015.pdf>
- The NZ Govt. *Safer Organisations, Safer Children – Guidelines for Child Protection Policies to Build Safer Organisations* - Available from: <http://www.childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>
- The UK Govt. *Guidance for Safe Working Practice for the Protection of Children and Staff in Educational Settings* – Available from: <http://www.wiltshire.gov.uk/irsc-guidance-for-safe-working-practice.pdf>
- The Incorporated Society of Musicians (UK). *Child Protection Policy* - Available from:  
<http://www.ism.org/advice/article/ism-safeguarding-child-protection-policy-code-of-practice-and-procedures>
  - In addition to our commitments under the *Music Teachers Act 1981*, the IRMTNZ has certain obligations under two further parliamentary Acts.
  - NZ *Children, Young Persons, and Their Families Act 1989* promotes the well being of children, young persons, and their families and family groups, including Organisations that provide 'services and facilities within the community'
  - NZ *Vulnerable Children Act 2014* states that: organisations that require a 'Child Safety and Protection Policy' include government, state services and local body organisations working directly with children *in addition to* 'individuals and organisations that are funded (whether wholly or partly and whether directly or indirectly) by a local authority to provide regulated services'
  - *The Children's Action Plan* advises that 'Child protection policies are important for any organisation that provides services to children or to adults where contact with children may be part of the service.' [www.childrensactionplan.govt.nz](http://www.childrensactionplan.govt.nz)

## Appendix VII

### Reasons for introducing the IRMTNZ Student Safety Policy

- **New Zealand society** has one of the highest rates of child neglect and abuse in the OECD.  
Consider these statistics:  
*Every year between seven and ten children are killed by someone who was supposed to be caring for them. Each year there are more than 4,500 reported cases of neglect and more than 14,000 cases of physical, sexual and emotional abuse. Child protection cultures are critical for encouraging new ways of working together to address these harms. (<http://childrensactionplan.govt.nz/assets/CAP-Uploads/childrens-workforce/Safer-Organisations-safer-children.pdf>. Page 10)*
- Following nationwide submissions about how to counteract this, *The Vulnerable Children Act 2014* (VCA) became law.
- *'The Children's Action Plan'* is a NZ Govt. resource to effect the VCA. [www.childrensactionplan.govt.nz](http://www.childrensactionplan.govt.nz)
- *The Children's Action Plan* advises that 'Child protection policies are important for any organisation that provides services to children or to adults where contact with children may be part of the service.'
- The NZ *Children, Young Persons, and Their Families Act 1989* promotes the well being of children, young persons, and their families and family groups, including Organisations that provide 'services and facilities within the community'
- **'Child protection is everyone's responsibility in the education sector'**. *VCA Practical Guide*
- **Music teachers** are adults placed in a position of trust and have a responsibility to care for their students.
- Music teachers are vulnerable to misunderstandings or erroneous allegations.
- **IRMTNZ** was born out of the need to protect ourselves as professionals and the students we teach:
  - i. The Music Teachers Act 1981:
    - Part 1.4 *Purposes of IRMTNZ*:  
'to protect the interests of music teachers in New Zealand'  
'to protect and promote the interests of the public in relation to music teaching'
    - Part 2.18: *Qualifications for Registration*:  
'No person shall be registered under this Act unless he satisfies the board that he is of *good character*... and is *competent to teach*'
  - ii. The IRMTNZ Mission Statement:  
'IRMTNZ is a non-profit professional organisation, which supports music teachers by providing regular professional development opportunities and upholding standards of excellence in the teaching of the art of music'
- Regular effective monitoring of the ongoing personal and professional integrity of all members provides accountability and protection for the teacher, and meaningful assurance for the public
- IRMTNZ is committed to supporting the aims of the *Vulnerable Children Act 2014*
- The IRMTNZ *Student Safety Policy and Guidelines* is consistent with our responsibilities under the *Music Teachers Act 1981* and our commitment to the *Vulnerable Children Act 2014*.

## CONCISE IRMTNZ CODE of ETHICS & STUDENT SAFETY POLICY

### IRMTNZ MEMBERS ARE COMMITTED TO

*The IRMTNZ Code of Ethics:*

- Respectful, courteous, honest behaviour & communication with students, colleagues and the public
- The safety and protection of all students within our sphere of work and care (see below\*)
- Continuous professional development: extending ability, knowledge, skills and expertise in
  - music, music teaching and education
  - up-to-date best teaching methods for each student
- Honest and transparent business methods
- Professional courtesy regarding colleagues and students of other teachers
- Sensitive recognition of different cultures, languages, traditions and social practices
- The standards of professional conduct set out in the full IRMTNZ *Code of Ethics*

*\* The IRMTNZ Student Safety Policy and Guidelines:*

- Provide a safe, healthy, openly accessible learning space for ourselves and our students
- Appraise regularly our standards of personal and professional well-being
- Comply with IRMTNZ requirements for Continuous Professional Development & 3-yearly police checks
- Be aware of issues and behaviours which can cause students, especially children and vulnerable adults, distress or harm
- Respond to, and report, any concerns using the IRMTNZ *Student Safety Policy* procedures, including confidentiality
- Be familiar with, and abide by the full IRMTNZ *Student Safety Policy and Guidelines*

## IRMTNZ MEMBERS ARE

**T**rustworthy Teachers of Music

**E**ndorsed Equipped Ethical

**A**ccomplished Accountable Affirmers

**C**aring Courteous Communicators

**H**onest Honorable Helpers

**E**ncouraging Effective Educators

**R**ecognised Responsible Respectful

**S**afe Supportive Serving