Safety in schools toolkit

Practical resources for dealing with and preventing bullying, harassment and assault

Contents

Preface from the president

I am pleased to present you with an update of this toolkit, designed to assist schools in keeping staff and students safe.

Most New Zealand schools are not particularly violent places, quite the reverse; for many students school is the only place where they feel safe. Most schools work hard to ensure students feel safe and cared for when they are at school and the new programmes that help schools address behavioural issues give some cause for optimism. However, PPTA members have continued to identify violence as one of the prime issues affecting their teaching environment and consequently their own sense of well-being and job satisfaction.

There are no easy answers to the problem of violence. There are concerns that violence has been increasing in New Zealand, and in schools it is fuelled by the media and exacerbated by students' access to drugs and alcohol. At the same time, the support networks that schools could once rely upon such as social welfare, special education support, health and psychological services and drug and alcohol counselling have been steadily eroded.

There are aspects of the problem that are in the power of the school to deal with, provided that everyone is prepared to be part of a concerted effort to change the culture.   This kit invites schools to think about the nature of violence in schools and what strategies might be adopted to reduce and eliminate it.

We welcome comments, insights and feedback on this kit and the wider issues around violence in schools. Please send your feedback and ideas to: anti-violence@ppta.org.nz.

Jack Boyle
PPTA president

Aims of this resource

This resource kit aims to provide teachers and schools with:

- Resources to assist in developing and implementing school safety policy and practice.

- Analysis of the forms of violence that exist in schools, including bullying, racial harassment and sexual harassment – both in person and online.

- Guidelines on a whole school approach to developing effective school safety policies.

- Information about assault and guidelines to follow if a staff member is assaulted at school. PPTA policy is that members follow these guidelines and report assaults on teachers to the police.

- A process for dealing with violent students and individuals whose behaviour may be a risk to health and safety.

- A process for dealing with abuse and harassment online (harmful digital communications).

- Guidelines on developing effective strategies and procedures for use in preventing and managing incidents of violence, including complaints procedures, and provision for support services and ongoing monitoring and evaluation.

- Information on their legal rights and obligations in providing a safe school environment for all members of the school community.

Section 1 - Violence in schools

Violence in schools encompasses all incidents in which any member of the school community is subjected to abuse, threatening, intimidating or humiliating behaviour, as well as assault from a student, parent, staff member, board member or member of the public. It involves deliberate physical, verbal or psychological behaviour that makes another person feel embarrassed, offended, upset, devalued, degraded, afraid, humiliated, insulted or ridiculed and is unwelcome and uninvited.

It encompasses all forms of bullying and harassment, including:

- Verbal abuse
- Written abuse, including text messages or websites
- Aggressive body language postures or gestures
- Threats of violence
- Assault.

The forms of violence prevalent in schools are often referred to as bullying and harassment, including racial and sexual harassment. For the purpose of this kit the general term used is 'violence' and encompasses any or all of these forms.

1. What is bullying?

1.1. Bullying is a form of violence conducted by one or more people against another or others, which undermines a person's right to dignity, security or wellbeing. While it may be direct or indirect, verbal, physical or cyber, key components of bullying are that the behaviour is either a single severe incident or behaviour that is repeated and its effect is cumulative. In either circumstance, it constitutes or is perceived by the victim to constitute a real threat to health and safety.

Bullying Free NZ is the website of the Bullying Prevention Advisory Group (BPAG) of which PPTA is a member. It defines bullying as deliberate, harmful, involving misuse of power in a relationship and not a normal part of working or growing up.

What is bullying? (Bullyingfree NZ website)

1.2. There are four major forms of bullying in schools:

- **Student bullying - from students towards students**
  This takes all of the forms described above, and may differ between age and gender groups. Many students become bullies to gain status and recognition from their peers. Their behaviour is reinforced when they intimidate victims not to complain and when the peer group colludes by not challenging or reporting the bullying to staff. This may include cyber-bullying.

- **Workplace bullying – from adults towards adults**
  In a school, workplace bullying may occur between any adult members of the school community; management and staff, parents and staff, staff and staff. Bullying behaviour by managers may include continual criticism or belittling of a person's work, undermining of her/his confidence, or being set unreasonable work demands or goals.

Bullying between peers, or from those of lower status to higher, may take the form of constant derogatory and undermining remarks, both direct and indirect, and of exclusion.

Unlike bullying behaviour between children and adolescents, victims of workplace bullying are not always those perceived as weak by the aggressor. The classic tall poppy syndrome may influence whom workplace bullies choose to isolate, undermine or humiliate. Workplace bullying often takes the form of teasing or joking and can be very difficult to combat where a culture of such behaviour has arisen.

[Preventing and responding to bullying at work (Worksafe New Zealand website)](#)

- **Bullying or harassment of teachers by students**
  While not usually referred to as bullying, harassment of teachers by students often amounts to much the same thing. Reports from teachers being bullied or harassed by students include;

  - Swearing and verbal abuse
  - Threats
  - Written abuse, both through graffiti and electronic media
  - Aggressive gestures and stand over tactics
  - Damage to property
  - Assaults

  One of the most difficult aspects of teachers being harassed by students is the reaction they face when they report such incidents and ask for support. All too often they feel not only unsupported, but positively blamed for their "inability to manage the students". This often leads to an escalation of the problem when the offending students and their peers feel the behaviour is tacitly accepted.   An additional problem for LGBTIQ+[1] teachers who have kept their sexual preferences private can be that they are reluctant to take action against harassment and seek help because if they do, it might involve disclosure of their sexual orientation or gender identity to school leadership. Ensuring that the school is proactive about being genuinely inclusive of teachers and students of all sexual orientations or gender identities resolves this problem.

- **Bullying of students – from adults towards students**
  Behaviour from adults towards students which risks their physical, emotional or psychological safety and wellbeing by humiliating, frightening, ridiculing or degrading them is bullying. It is crucial that adults employ clear, consistent and fair methods of student behaviour management.

2. What is racial harassment?

2.1.   Racial harassment includes all conduct that denigrates or ridicules a person because of his or her race, such as:

- Derogatory remarks
- Name-calling
- Racist jokes

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[1] Lesbian, gay, bisexual, transgender, intersex, queer and other sexuality and gender identities.

- The display of material or publication of a racist nature
- Undermining or dismissing a person's work or contribution on the basis of their race.

3. What is sexual harassment?

3.1. Sexual harassment may be a single incident or a series of incidents and occurs where there is verbal or physical conduct of a sexual nature by a person or group of persons towards another and:

- The conduct is unwelcome, offensive or might reasonably be perceived as such, and
- The conduct is of a serious nature, or is persistent to the extent that it has a detrimental effect on an individual's job or work performance, well-being, employment, or opportunities.

3.2. Sexual harassment may include:

- Offensive gestures, comments or threats of a sexual or homophobic nature
- Inappropriate inquiries into the private life of another person
- The display of offensive material of a sexual nature, e.g. in books, publications, posters, t-shirts, or text messages
- Unwanted, non-accidental physical contact. It may include all unnecessary patting, stroking, pinching or touching
- An implied or express promise of a benefit for complying with a request for sexual contact
- An implied or express threat of detriment, or actual detriment for refusing to comply with a request for sexual contact
- Sexual assault or rape.

4. What is the impact of violence on schools and staff?

4.1. All of these forms of violence can have an enormous impact on a school culture and environment and have very serious implications for both school management and for students, teachers and other staff. The issues for staff and schools chart in the Useful resources section of this document illustrates the many serious issues raised for schools and staff by the various forms of bullying and harassment between different members of the school community.

Section 2 – School safety policy guidelines

It is crucial that all schools have a clear whole school safety policy with procedures to support it. This section explains the purpose of such a policy, and outlines how to develop, implement and review one.

5. **What should a school safety policy include?**

   5.1. **The goals of school safety policies**

      The policy rationale could include such goals as:

      - Our school provides a safe school environment for all members of the school community.
      - Our school has a clear expectation that all members of the school community will be afforded respect and dignity.
      - Our school will investigate and resolve all reports of violence, bullying or harassment.
      - Our school is committed to a restorative approach to violence, bullying and harassment (if appropriate).

   5.2. **Policy statement**

      All schools should form their own policy statement stating their commitment to providing a safe and supportive environment which fosters personal respect, and physical and emotional safety for all members of the school community.

      The following are guidelines for the development of a sound policy statement:

      - A whole-school approach in which the wider school community – staff, students, parents and interested community representatives are involved in and consulted with about policy development and implementation.
      - Development of procedures and practices that will eliminate or reduce incidents of violence.
      - A commitment by the school to investigate and attempt to resolve any alleged incident of violence.
      - Regular monitoring and review of anti-violence policy and procedures.
      - Professional development where necessary to meet the needs of staff in implementing this policy.
      - Ownership by members of school community

   5.3. An effective school safety policy will only succeed if the whole school community is seen to be bound by and committed to it. All members of the school community have the responsibility to ensure that the school is a safe environment where everyone will be afforded respect and dignity. To achieve this, the policy should specify the different responsibilities each section of the community will undertake

      See the useful resources section of this document for a sample school safety policy and policy development chart.

Section 3 – School safety strategies and procedures

This section looks in more detail at things schools and teachers can do to make school safety policies work.

The questions that you will need to answer are:

- What can you do to make a safe school environment?

- When could schools use a restorative practice approach?

- How will you handle complaints about violence?

- How can schools support victims of violence?

- What can you do to make a safe school environment?

Each school will need to decide which systems and strategies to adopt to ensure a safe school environment for their school. There are a number of good practice strategies for schools to consider.

6. School-wide systems and processes

6.1.   The school identifies and implements the most appropriate available programme for the school, which may be a specific anti-violence programme or a more general behaviour and school climate initiative. See the comprehensive list of resources for programmes such as Kia Kaha, School Wide PB4L and restorative practice at the end of this document.

6.2.   The school establishes and maintains effective in-house reporting and recording systems on incidents, types and levels of threatening behaviour and physical violence in the school. These are essential for both:

- Identifying places, times and activities where the potential for violence is greatest, so that resources are directed to where they are most needed, and
- Monitoring and evaluating current strategies and procedures to ensure maximum effectiveness.

6.3.   The school provides all staff with access to relevant and effective professional development on behaviour management.

6.4.   The school develops and maintains links with the local police and develops a mutual understanding of each other's working methods, responsibilities and constraints.

6.5.   Strengthening the school's pastoral/guidance systems, for example:

- Vertical year/whanau form groups
- Induction of new students on the school's behaviour expectations, e.g. visits to all junior classes by senior management team
- Consistent reinforcement of these expectations through peer support, teachers, posters, assemblies etc…
- Peer mediation systems
- Student bullying surveys
- Providing relevant ongoing education and/or training for all members of the school community

Note: Although incidents involving firearms are rare in New Zealand schools, all schools should have a lockdown procedure should one occur. See 'Preparing for and dealing with emergencies and traumatic incidents (education.govt.nz) in the Resources section of this document.

7. School physical environment and resources

7.1. Addressing physical aspects of premises, for example:

- Lighting
- Video camera surveillance
- Smoke detectors in toilets
- Secure areas for interval and lunch times
- Clear views across grounds
- Mapping of school grounds and facilities.
- Providing access to assistance, for example:
- Cell phones for teachers on duty or staff in remote areas of the school
- Two person duty teams for certain areas
- Phones or emergency buttons in classrooms, offices, library etc
- Crisis response processes
- Systems for rapid contact with police
- Identification measures, for example, a reception system to identify authorised visitors and stop unauthorised visitors on school premises
- Identification badges for all authorised visitors
- An established practice for staff to ask all unidentified visitors on school grounds to report to the school office for authorisation

8. When could schools use a restorative practice approach?

8.1. Restorative approaches can range from very low level (e.g. the restorative chat) to formally convened restorative conferences, using a trained facilitator.

8.2. Schools need to be careful that whenever they label any response or intervention as being "restorative" they understand what that is supposed to mean. For example, relabelling a withdrawal room as a thinking/reflection/time out space, does not suddenly make it restorative. To all intents and purposes, it's still the withdrawal room with a new a label on the door.

8.3. Schools can also adopt restorative practices while maintaining what might be termed traditional discipline systems. In fact, this is crucial because restorative practices (at higher levels than the chat) must only be used where all parties agree; and, where a party has committed an injurious act, that party admits their responsibility. If one or more parties deny responsibility and/or express a strong desire not to participate, then a restorative meeting or conference should not take place. In this situation a traditional process should be used.

8.4. There is also the option for a school to use a restorative meeting after a traditional process has been put in place. For example, an incident that results in the stand down of a student occurs. The principal might decide, having discussed the situation with relevant staff (i.e. consulted), to offer a restorative meeting to take place on the student's return from the stand

down. In this situation a punishment has been determined and put in place (the stand down), but the school is still interested in helping all the parties engage in a restorative meeting that will restore their relationships and help them re-engage positively once the student returns to school. In this way restorative approaches can exist within the school's wider discipline system.

8.5. It is also important when developing restorative practices to ensure that staff and students learn to view them as sturdy – not as a soft option or flabby alternative to old style punishments. Done properly, restorative conversations and processes allow people to take responsibility for their actions and to contribute to the discussion about how best they can repair the harm and genuinely make amends. This is not easy – it's hard to admit fault and it's also hard to do the work involved in putting things right. It is also more time consuming than punitive approaches. However, done well, restorative approaches often support positive change and help students and staff to move past difficult events and to focus on moving forward. When successful, restorative meetings effectively help the involved parties gain permission to move forward and to put the destructive events behind them.

8.6. **The dangers of templates**

Schools often develop templates for restorative chats. It's important to support staff to be able to personalise and customise these appropriately so that the chat doesn't become a parody of a chat. It has to be genuine and also to seem genuine to the students if it's going to work. On the other hand, documents with questions that help kids reflect on their behaviour and on what they could do differently next time can form a useful part of preparation for return to class following a minor incident.

9. How will you handle complaints about violence?

9.1. The school should provide safe, impartial procedures, both informal and formal, for dealing with complaints of bullying, or harassment from any members of the school community. The aim of the process should be to resolve complaints swiftly and effectively with the minimum of distress to the parties concerned. Confidentiality will be maintained as appropriate, but cannot always be guaranteed if a complaint is to be progressed.

9.2. Schools may designate particular individual(s) as contact people for anyone who wishes to raise concerns about incidents of violence. The contact people should be clearly identified within the school community. However, all staff, and possibly designated student mentors as well, should be able to be approached about these concerns, and should know the processes to follow.

9.3. At all times during the complaints process, all parties are entitled to representation and/or support. All parties should be encouraged to seek the support of a family or whanau member, colleague, union delegate, field officer or person they trust to provide emotional support and/or representation.

9.4. The school must recognise that none of the procedures described in the policy should restrict the right of a complainant to use other avenues of dealing complaints, e.g. Human Rights Commission, personal grievance procedures, a complaint to the Education Council, laying a complaint of assault with the police etc.

9.5. Both the police and online safety organisation Netsafe are important contacts. Both are critical when dealing with cyberbullying, especially if it involves the distribution of intimate images.

Police may be needed in violent physical assaults. One issue that has arisen is schools' unwillingness to contact police, even in cases of extreme violence.

9.6.   Teachers may lay a complaint with police under 139C of the Education Act against anyone who is insulting, abusing, or intimidating towards the teacher within the presence or hearing of any student in any place where students of the school are assembled for school purposes. There is a potential $1000 fine. This provision does not apply to students who are insulting, intimidating or abusive to staff. Schools might choose to notify this provision to parents or others who are or are likely to behave in this manner.

9.7.   **When might you choose to use informal complaints procedures?**

It is sometimes appropriate, particularly in minor incidents of low level violence that a complainant might choose to utilise informal procedures, at least in the first instance. The aim of an informal procedure is to resolve incidents of admitted or proven violence at an informal level and to make it clear to the person responsible for such behaviour that:

- Their behaviour is unwelcome and unacceptable; and
- It is causing distress; and
- It must stop.

9.8.   Any member of the school community who believes s/he has been subjected to any form of violence should be encouraged, with suitable support and in a safe environment, to explain clearly to the person s/he considers responsible that the behaviour in question is unacceptable. The complainant may choose to involve a designated contact person and/or may enlist the support of whanau, a friend, a colleague, or their union delegate or field officer for assistance in this process.

9.9.   Where the allegation of violence is serious, or it is too distressing for a complainant to approach the person responsible for the unacceptable behaviour directly, or if the offensive behaviour has continued, it will usually be preferable for a formal complaints procedure to be utilised.

9.10.   **When should you use formal complaints procedures?**

A formal complaint should be submitted to a designated contact person with responsibility for investigating complaints of violence for more serious incidents of violence i.e. serious threats, verbal abuse and for all incidents of physical assault. The complaint should either be written or, if verbal, be recorded and agreed to by the complainant.

In investigating and resolving complaints of violence, the school must ensure that all parties involved or affected by the matter are treated in accordance with the principles of natural justice, including the right to:

- A fair hearing with the right to be represented by another person and an opportunity to respond to any allegations made against them
- Have a support person (or people) present at all stages
- Be kept fully informed during the process
- Withdraw from the complaints process at any stage
- Have assistance in obtaining counselling, medical or legal assistance when it is recommended by the person conducting the investigation
- Request a formal apology.

9.11. A complainant who is an employee, or his/her union representative, may choose to access procedures for redress that are specifically provided by legislation, for example, sexual or racial harassment may be grounds for a personal grievance under the relevant collective agreement and the Employment Relations Act 2000, or for a complaint to the Human Rights Commission under the Human Rights Act 1993. In such an event the procedures provided for in the personal grievance or Human Rights Act provisions must be adhered to.

9.12. If the violence was an assault on a teacher, by a student or anyone else, refer to section 4 Assaults on teachers

10. What if it is a formal complaint against an employee?

10.1. In any case of the complaint or allegation being made against a teacher, the provisions of section 3.4 and/or 3.5 of the Secondary Teachers' Collective Agreement (STCA) or 2.4 - 2.5 of the Area School Teachers' Collective Agreement (ASTCA) must be complied with. In the case of another employee, such as a principal or support staff member, the relevant collective agreement provisions must be complied with.

Secondary Teachers' Collective Agreement 2019-2022
Area Schools Teachers' Collective Agreement 2019-2022[2]

How can schools support victims of violence?

10.2. The effects on staff or students of having been subjected to any form of violence cannot be underestimated. Under the Health and Safety at Work Act schools must minimise the risks to health and safety. Worksafe New Zealand recommends employers help meet this requirement by the provision of support services to victims of violence.

10.3. For staff, support may include such measures as:

- Counselling
- Psychiatric support
- Access to leave or reduction in workload for a period of time
- Support from management and colleagues.

10.4. For students, support could include:

- A designated safe environment where they know they cannot be bullied or harassed
- Teachers, support staff and reliable students as supporters
- Counselling
- Confidence-building programmes

10.5. The necessary support measures should be considered carefully and sensitively in consultation with the person, and with their family or whanau in the case of a student.

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[2] Both the Secondary Teachers' Collective Agreement 2019-2022 and the Area Schools Teachers' Collective Agreement can be found on the Collective Agreements page of ppta.org.nz

Section 4 - Assaults on teachers

Teachers have often been expected to tolerate a level of violence in the workplace that is unacceptable. PPTA policy is that members follow the guidelines described in this section and report assaults on a teacher to the police.

11. What is assault?

11.1. The Crimes Act 1961 defines assault as 'the act of intentionally applying or attempting to apply force to the person of another, directly or indirectly, or threatening by any act or gesture to apply such force to the person of another, if the person making the threat has, or causes the other to believe on reasonable grounds that he has, present ability to effect his purpose.'

11.2. The two key components in this determining whether an assault has occurred are:

- the intention to apply force
- the action or threatening gesture itself.

11.3. The position of the courts is that the slightest degree of force or 'least touching of another in anger' constitutes an assault. However, mere aggressive behaviour (even when the victim feels threatened) will not suffice; there must be threatening gestures or words suggesting an intention to apply force.

11.4. Circumstances where there is no intention to cause harm do not constitute an assault. For example: a student accidentally slamming a teacher's fingers in a door; or inadvertently bumping into a staff member whilst walking in a busy corridor. Similarly, where it is a trivial application of force in the course of everyday interactions, for example tapping some one's arm to engage their attention does not constitute an assault.

12. When is it appropriate to report an assault to the police?

12.1. It is not always straight forward to ascertain whether an assault has occurred. This may be particularly relevant when dealing with students with special needs. If a teacher believes she/he has been assaulted, or would like clarification about a particular incident, they should get advice as soon as practicable from the PPTA field office.

12.2. A good guide for determining whether or not an action or threat constitutes an "assault" is: 'If this happened to me outside the workplace would I report it to the police?'

13. Can teachers be told not to report an assault to the police?

13.1. No. Every individual has the right to report crimes committed against them. Employers do not have the authority to forbid an employee from exercising this right. Indeed, it would not be reasonable or lawful for a school to instruct a teacher who has been assaulted not to make a complaint to police.

13.2. Anecdotal evidence suggests that schools are pressuring staff not to report assaults that occur at work. This trend seems to be driven by concerns to protect the public image and reputation of

the school, for the student's welfare if outside authorities become involved or a desire to deal with school problems internally. Though these may be to some extent legitimate, they cannot be allowed to take priority over the health and safety of teachers at work.

13.3. Schools are responsible for the safety and well-being of their employees. A failure to report assaults on teachers camouflages the problem of violence and prevents us confronting and addressing the issue as a community.

14. What should a teacher do if they have been assaulted?

14.1. In the event of an assault the process to be followed is set out in the chart on pg 29 (appendix 3)

14.2. It is critical to seek advice from a PPTA field officer, as following an incident of assault it is likely that there will be an investigation into the staff member's conduct and potentially a counter-complaint may be laid by the other person involved.

14.3. A teacher who has been assaulted should not return to work until all reasonably practicable steps have been taken by the school to ensure the risk (e.g. a student's violent behaviour) has been eliminated or minimized. The PPTA branch can take industrial action where the employer breaches the Health and Safety at Work Act 2015.

Section 5 - Guidelines for teachers in dealing with dangerous student behaviour

Beyond the limits

Teaching can be a stressful and difficult occupation. Managing challenging and difficult behaviour is an inherent part of the job. However, there are situations in which the stress or even danger caused by this behaviour passes beyond the bounds of what can be considered normal work pressure. This may occur through a school's failure to maintain safe and healthy working conditions.

15. What kinds of behaviour can be identified as a risk to health and safety?

15.1. **Individual student's behaviour**

An individual student's behaviour may be identified as a hazard if (in the opinion of the teacher) it poses a serious threat to the teacher's physical, emotional or psychological health or to that of other students or to the student themselves.

A student with a history of violent or threatening behaviour or who is regularly abusive or destructive to the orderly operation of the classroom, can be a threat to the immediate or long term health of others in the class.

15.2. **Individual student's behaviour in specific contexts**

Some students may not in themselves necessarily present a hazard, but can present a hazard under certain conditions. For example, if students with special needs are placed in classes with inappropriate facilities and/or without adequate resourcing to support their mainstreaming then their behaviour may be hazardous. When they are present with the required levels of resourcing, appropriate facilities, adequate staff training and support, and reduced class size then there may not be a hazard.

15.3. **Behaviour of students in groups**

It is also possible that while the behaviour of individual students does not pose a hazard, it will when students' numbers exceed the ability of the teacher to offer appropriate levels of supervision. This may be exacerbated in certain contexts such as within the classroom/laboratory, playground or where the numbers place the teacher under unusual stress in their efforts to maintain control, or to sustain their teaching load.

The behaviour of students in the school grounds may also present a hazard and, in particular, times when they are present in large numbers need to be carefully managed. Schools should constantly review the practices of students and teachers at such times (including arriving at and departing from school and morning and lunch time intervals).

Things to be considered include:

- Whether teachers or non-teaching staff are best placed to undertake this duty of care?
- Would more than one teacher be more safe to do duty, and if so what number?
- If an electronic response mechanism or mobile communication can be made available and if it has, is it effective?
- Is it appropriate for the school to operate a staggered lunch break?

- What should teachers do if they identify a hazard?

Where a teacher believes student behaviour amounting to a hazard exists, the teacher should immediately inform the principal, who, as the representative of the employer, is responsible for staff safety. In order to allow for the serious follow up that may be required if this is not acted on, this should be in writing, and should request that the hazard be eliminated or minimised. A copy of this should be sent to the Health and Safety committee.

15.4. **Identifying when you many need to apply physical restraint**

Use physical restraint only where there is "imminent danger of physical injury"

Physical restraint is a serious intervention. If you have an alternative to physically restraining a student, use it.

Resort to physical restraint only when; the student's behaviour poses an imminent danger of physical injury to other students, staff, themselves or others and/or you have used preventative and de-escalation techniques and not been able to reduce the risk of injury.

You will need to use your professional judgement to decide what constitutes "imminent danger".

These situations are examples:

- A student is moving in with a weapon, or something that could be used as a weapon, and is clearly intent on using violence towards another person.
- A student is physically attacking another person, or is about to.
- A student is, for example, throwing furniture, computers, or breaking glass close to others who would be injured if hit.
- A student is putting themselves in danger, for example running onto a road or trying to harm themselves.

Avoid using physical restraint to manage behaviour in these situations:

- To respond to behaviour that is disrupting the classroom but not putting anyone in danger of being hurt.
- For refusal to comply with an adult's request.
- To respond to verbal threats.
- To stop a student who is trying to leave the classroom or school without permission.
- As coercion, discipline or punishment.
- For damaging property, unless this could cause injury.

15.5. **Guidance for if you have to use physical restraint**

What to do if prevention and de-escalation do not work

Ideally, physical restraint should only be applied by staff trained in its safe use, and trained in emergency first aid such as CPR. There may be no one with training nearby. If, as an untrained adult, you feel you can use physical restraint safely – both for yourself and the student – use your judgement and intervene.

If you do not have the skills or confidence to safely restrain a student, remove the other students from the scene and call for help.

Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains after all alternatives have been explored.

Do not use these restraints

If you have to use physical restraint, avoid these restraint holds to minimise the likelihood of injuring a student:

- Physical restraint that inhibits the student's breathing, speaking or main method of communication, for example physical restraint that inhibits a student's ability to use sign language.
- Prone (face-down) physical restraint.
- Pressure points and pain holds.
- Tackling, sitting, lying or kneeling on a student.
- Pressure on the chest or neck.
- Hyperextension (bending back) of joints.
- Headlocks.
- Using force to take/drag a student, who is resisting, to another location.
- Restraint when moving a student from one place to another – trying to get them into a van or taxi, for example – when they are in an escalated state, as this may escalate them further.

For more information see the Ministry of Education website. Look for;

Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint

15.6. **Actions which the principal may take to eliminate or minimise the hazard could include all or some of the following:**

- The student is accompanied to class by his/her parent.
- An additional adult is present in the classroom with the teacher.
- A counselling programme may be initiated.
- A restorative conference may be used to develop a solution.
- The student is removed to work in another environment.
- The student is stood down or suspended.
- The student is removed to some form of alternative education.
- The student is excluded/expelled when behaviour is extreme and there is evidence that containment is no longer an option.

See Section 6 for what to do if this does not happen.

Section 6 - Dealing with failure to maintain a safe and healthy workplace

This section explains what staff can do if there is inadequate or no action taken by the school following notification of a hazard.

16. What can staff do?

16.1.   The existing legislation gives the staff at the school the ability to:

- Identify individual or group behaviour as a hazard to their emotional, physical or psychological safety,
- Identify the behaviour of individuals (students, parents and/or caregivers, other adults) or groups of individuals as hazardous within certain contexts, and
- Have a Provisional Improvement Notice (PIN) issued by a trained and qualified Health and Safety representative which must be followed up by the Person Conducting a Business or Undertaking (PCBU).
- Take strike or other action if there is a failure to deal with an identified hazard.

17. What is the legal basis for these actions?

17.1.   When the employer has been asked to deal with an identified hazard and fails to do so, and when the branch believes that a significant threat to the immediate or long term health and safety of individuals exists as a consequence of this inaction, it can take action in these areas:

- Under the Employment Relations Act, the PPTA branch can take strike action to highlight and protest against the threat to health and safety of employees in the workplace.

- Under the Health and Safety at Work Act, employees have the right to refuse work. Other affected members within the branch may also refuse work that they believe is an imminent risk to their health and safety. They must remain available for suitable alternative work. The PPTA is there to support its members and either the PPTA national or field office, or individual members can lay a complaint with Worksafe inspectors. They will investigate and may in turn bring proceedings against the employer. Where the employer is found to be liable for failure to prevent harm from an identified hazard the penalty is a fine of up to $600,000 or up to five years imprisonment or both.

17.2.   The PCBU must operate in accordance with the Health and Safety at Work Act and should have an operative Worker Participation Scheme in place. It should have a health and safety committee and health and safety representatives who are both elected by staff and trained. These representatives can issue provisional improvement notices, cease work notices and provide further help. The elected representatives will have the most intimate knowledge of their own school environment.

17.3.   Under the Employment Relations Act, and under the provisions of the collective agreements, it is possible to take a dispute or personal grievance against the employer if they fail to provide a safe workplace.

18. What processes should a branch follow?

The school should have clear policies and practices in place (see sections 2 and 3), agreed to by the staff and designed to protect them from physical or psychological harm arising from dangerous and disruptive student behaviour. If these are not then the branch should write to the principal requesting that these be developed.

These policies should include mandatory processes for reporting and recording student behaviour and hazardous incidents.

In order to constitute a 'hazard' the particular dangerous behaviour must be reported to the school management (in writing).

The expectation is that school management will apply school policy in such a way that the hazard is eliminated or minimised.

19. If this does not happen:

19.1.   The school Health and Safety Committee should be called together to consider the issue. The Health and Safety representatives should be informed and asked to act.

19.2.   The PPTA field officer and national office should be informed.

19.3.   If an acceptable resolution is not possible, a full PPTA branch meeting should be called to consider the possibility of strike action.

19.4.   If a motion for strike action is passed school management should be informed immediately and given time to respond.

19.5.   If the response does not secure the safety of PPTA members, strike action should follow.

19.6.   Strike action requires great courage from the branch and should not be called lightly, but has the following benefits:

- The problem is forced out into the open rather than being concealed;
- A powerful message is sent to all schools that threatening and violent behaviour ought not to be tolerated;

It puts the responsibility for the funding and provision of reasonable alternatives for difficult student behaviour on the government where it belongs.

Section 7 - Legal requirements

This section summarises the relevant legislation and requirements relating to all forms of bullying, harassment and violence in schools.

20. Health and Safety at Work Act 2015

20.1.   The main purpose of this act is to provide for a balanced framework to secure the health and safety of workers and workplaces by:

- protecting workers and other persons against harm to their health, safety, and welfare by eliminating or minimising risks arising from work; and
- providing for fair and effective workplace representation, consultation, co-operation, and resolution of issues in relation to work health and safety; and
- encouraging unions and employer organisations to take a constructive role in promoting improvements in work health and safety practices, and assisting PCBUs and workers to achieve a healthier and safer working environment.

21. Harassment Act 1997

21.1.   Harassment exists if a person engages in a pattern of behaviour that is directed against another person and it includes doing any specified acts (see link to the act below for a list) to the other person on at least two separate occasions within a period of 12 months.

21.2.   Harassment becomes a criminal offence if the harasser intends that the other person fears for their own life or the life of a family member (or knows that this is likely to be the case). The penalty is up to two years' imprisonment.

22. Domestic Violence Act 1995

22.1.   This act is important because it relates to the living conditions of many students and teachers (one in three women experience domestic violence in their lifetime) and it is important to know how to best respond within a school environment to help keep them safe. As part of this, schools should consider developing a domestic violence policy in the workplace or incorporating a section on domestic violence within their health and safety policy. A good employer will also use their discretion to grant paid leave to a teacher that is dealing with the effects of domestic violence. There are some good, free resources available for workplaces on the Are you okay? website (see Legal requirements resources).

23. Harmful Digital Communications Act 2015

23.1.   Harassment and violence is not confined to contact in person but can also occur online through social media, text messages, emails, or material posted on the Internet. The purpose of the Harmful Digital Communication Act is to deter, prevent, and mitigate harm caused to individuals by digital communications; and provide victims of harmful digital communications with a quick and efficient means of redress.

Under the act, Netsafe has been designated as the body that is responsible for receiving, investigating and helping to resolve complaints about harmful digital communications. Failing that, a person (including the principal of a school) can follow up action in the District Court

24. Employment Relations Act 2000

24.1. Many underlying causes of violence in the workplace can be related to stress. The Employment Relations Act 2000 contains important rights for workers that are intended to help reduce stress and should be taken seriously by employers. These include rest and meal breaks, breast-feeding breaks and flexible work entitlements.

24.2. The Employment Relations Act 2000 (replicated in our collective agreements) also sets out the legal process for taking a personal grievance for matters including harassment, discrimination or duress; and explicitly states that workers can strike over health and safety issues.

25. National Education Goals and National Administration Guidelines (NEGs and NAGs)

25.1. Schools have obligations under both the goals and guidelines to provide students with a safe environment to enable them to reach their full potential.

26. State Sector Act 1988

26.1. This act requires boards of trustees to be 'good employers' and to ensure fair treatment in all aspects of employment, including a requirement to provide good and safe working conditions.

27. Secondary Teachers' and Area School Teachers' Collective Agreements (STCA and ASTCA)

Obligations on schools as employers

27.1. The STCA and ASTCA have good employer, health and safety and investigating complaints provisions (3.1 STCA; 2.1 ASTCA, 12.1.3 STCA; 10.1.3 ASTCA, 3.4 STCA; 2.4 ASTCA and 3.5 STCA; 2.5 ASTCA)

Rights and obligations of teachers

27.2. The STCA and ASTCA cover personal grievances and professional standards (9.2 - 9.4 STCA; 8.2 ASTCA and supplement 1 STCA; pp 125-126 ASTCA)

28. Victims' Rights Act 2002

28.1. This act sets out the rights and principles for victims of crime. Victims of crime have the right to be informed about the services available to help them and to be informed about the investigation of the offence and any action being taken against the accused person.

29. Education Act 1989

29.1.   Section 14 of this act establishes the legal reasons that a student may be stood-down, suspended, expelled or excluded from school. These penalties can be applied for gross misconduct, continual disobedience or if it is likely that students will be seriously harmed by the student staying at school.

29.2.   Section 139C of this act establishes a $1000 fine for the offence of insulting, abusing, or intimidating teacher or member of staff of a registered school within the presence or hearing of any student in any place where students of the school are assembled for school purposes. It does not apply though to students.

30. Crimes Act 1961

30.1.   This act defines assault and other violent offences.

31. Legal requirements resources

Health and Safety at Work Act 2015:
Bullying prevention and response: a guide for schools (Ministry of Education website)
Bullying Free NZ advice for schools, students, parents and whanau (bullyingfree NZ website)
Health and Safety at Work Act 2015 – a practical guide for boards of trustees and school leaders (Ministry of Education website)
Health and Safety at Work Act 2015 (New Zealand Legislation website).

Harassment Act 1997
Harassment Act 1997 (New Zealand Legislation website)

Domestic Violence Act 1995
Domestic Violence Act 1995 (New Zealand Legislation website)
Are you okay? Free workplace resources addressing family violence (Are you okay? website)

Harmful Digital Communications Act
Help with online harassment, bullying and abuse (Netsafe website)

Employment Relations Act 2000
Rest and Meal Breaks (PPTA website)
Employment Relations Act 2000 (New Zealand Legislation website)

National Education Goals and National Administration Guidelines (NEGs and NAGs)
National Education Goals (Ministry of Education website)
National Administration Guidelines (Ministry of Education website)

State Sector Act 1998
State Sector Act 1988 (New Zealand Legislation website)

STCA and ASTCA
Secondary Teachers' Collective Agreement 2019-2022

<u>Area Schools Teachers' Collective Agreement 2019-2022</u>[3]

Victims' Rights Act 2002
Victims' Rights Act 2002 (New Zealand Legislation website)

Education Act 1989
Education Act 1989 (New Zealand Legislation website)

Crimes Act 1961
Crimes Act 1961 (New Zealand Legislation website)

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[3] Both the Secondary Teachers' Collective Agreement 2019-2022 and the Area Schools Teachers' Collective Agreement can be found on the Collective Agreements page of ppta.org.nz

Section 8 – Useful resources

This section includes a number of useful resources to help you ensure your school is a safe place.

- Sample school safety policy
- Whole school safety policy development and implementation process
- In the event of an assault
- Example interview record for incident of violence at school
- Assault incident report form
- Model non-violence student contract
- Checklist to assess your school's safety policy and practice
- Issues for staff and schools

Appendix 1 - Sample anti-violence policy

The board of trustees will:

- Promote this policy in the school environment
- Ensure that legislative requirements are met in their school or college
- Model behaviour which affords respect and dignity to all members of the school community.

The principal and senior management team will:

- Promote and implement this policy within their school
- Be familiar with the legislative requirements relating to violence and to health and safety
- Implement a suitable school safety programme
- Ensure a safe process for students and staff to report incidents of violence
- Ensure all complaints are handled fairly
- Ensure support is available for staff and students who have been bullied or harassed
- Provide appropriate professional development and specialist support for the needs of staff in dealing with violence
- Review and refine the school's anti-violence policy, guidelines and strategy, using data to inform this process
- Model behaviour which affords respect and dignity to all members of the school community.

Teachers will:

- Assist students to relate to others in ways that afford dignity and respect to themselves and others
- Follow the school's guidelines and procedures to deal with incidents of violence
- Model behaviour which affords respect and dignity to all members of the school community.

Students will:

- Exhibit behaviour which respects the right of themselves and others to be afforded safety, respect and dignity
- Use the appropriate procedures for reporting incidents of bullying or harassment against themselves or others.

Appendix 2 – Whole school anti-violence policy development and implementation process

1

Bring together working group of staff, students, parents and (where appropriate) community members

Gather information about key issues (surveys, focus groups etc)

Scope objectives of the policy and procedure

2

Locate resources and support people (internal and external)

Map the school environment, noting potential hazards (physical and other)

Draft and circulate policy and procedures for comment

Incorporate feedback

Identify training needs

Source appropriate support services, PD and behaviour change programmes

3

Modify physical environment as necessary

Appoint complaints contact people

Socialise policies/procedures inside and outside school community

Set up information and recording systems

Gather/monitor/analyse data

Review policy at regular intervals, amend as necessary

Appendix 3 – in the event of an assault

If you believe you have been assaulted by a student or anybody else at work:

Start here →

Get advice
Do not admit liability or give a formal statement until you have received advice from your PPTA field officer.

Stay safe
Remove yourself from danger with minimum use of force.

Report incident
Report the matter to: school management, your school Health & Safety representative, your PPTA field office and Police (PPTA Assault Report Form available online, from your branch chair or local field office).

If you believe you have been assaulted by a student or anybody else at work:

Seek help
Seek assistance from the nearest colleague.

Treat injuries
Get medical help as needed, and photograph injuries.

Get details
Note the details of the person who you believe assaulted you, any potential witnesses, and the time and location of the incident.

Appendix 4 - Interview record

Example interview record for incident of violence at school.

Interviewer	
Date and time of interview:	
Interviewee details Position of interviewee (complainant, accused, witness etc):	
Name:	
Status (student, teacher, parent etc):	
Year level:	
Contact details:	
Summary of incident details	
Brief summary of incident/s:	
Response by interviewee to information provided:	
Background information additional to complaint:	
What effect has the incident had on the interviewee?	
Has the type of incident occurred before or since?	
What action is being sought by the complainant?	
Does the interviewee know where to get support?	
I have read this document and agree this summary is a true and accurate record of my interview. Signature: _____ (Interviewee)	

Appendix 5 – Assault Incident Report Form

![PPTA logo]
PPTA
NEW ZEALAND POST PRIMARY
TEACHERS' ASSOCIATION
TE WEHENGARUA
www.ppta.org.nz

(Please print clearly and attach extra pages / sketch as required)

PERSONAL DETAILS

Surname: _____

First name/s: _____

M.O.E. Number: _____ (on your payslip)

Gender: (Male, female, gender diverse) _____

Employing School: _____

Position at School: _____

INCIDENT DETAILS

Date: _____

Time: _____ am / pm

Location:
_____
_____

Details of person/s who assaulted you:

Full Name: _____

Age/ Year: _____

Gender: (Male, female, gender diverse) _____

Relationship (e.g. student): _____

Possible witnesses:

(1) _____

(2) _____

(3) Brief description of assault:

_____

_____

_____

_____

(4) Was a weapon involved?   ☐ Yes   ☐ No

(5) If yes, please detail: _____

(6) Did you respond to the assault with force?

(7) _____

_____

(8) Did you suffer any injuries from the assault?   ☐ Yes   ☐ No

(9) Was medical attention required for these?   ☐ Yes   ☐ No

(10) Was evidence of your injuries collected?   ☐ Yes   ☐ No

(11) If yes to any of the above, please detail:

_____

_____

(12) ADDITIONAL DETAILS

(13) Was this reported to your employer?   Yes ☐   ☐ No

(14) Were you granted paid discretionary leave?   Yes ☐   ☐ No

(15) Was there a formal investigation?   Yes ☐   ☐ No

(16) Was this reported to the Health & Safety rep?   Yes ☐   ☐ No

(17) Was this reported to the police?   Yes ☐   ☐ No

(18) Police Station/ File No   _____

(19) SIGNED: _____

(20) DATED: _____

Appendix 6 – Model Non-Violence Student Contract

I, a student at……………………..school, agree to do all I can from now on to help keep this a safe school.

I know this means:

I will respect others

I will respect everyone of every race, religion, culture, gender, disability, or sexual preference. I will not bully or tease anyone.

I will be fair to others

I will not jump to conclusions about people and will listen to their side of the story. I will support and encourage others in their learning and involvement in school activities.

I will use polite and friendly language

I will not threaten or abuse others either verbally or through notes or e-mail, web or text messages. I will not swear or use rude or mean language or say anything that is racially or sexually offensive.

I will keep ……. School free of weapons or harmful substances

I will never bring into the school weapons or drugs of any kind, including alcohol or tobacco or anything that may be harmful to others.

I will behave in a non-violent manner at all times

I will not act violently towards other people. I will not fight or hurt anyone in any way, or encourage other people to be violent.

I agree to the following special conditions to assist me in meeting the above requirements:

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

………………………………………………………………………………

I have read the above statements and understand what they mean. I know that if I act in a violent manner again my parents and I will be asked to meet with the principal and a member of the board of trustees and I may be officially suspended from school. I know that a third act of violence may result in a board disciplinary hearing.

Signed:

_____ (Student)

_____ (Parent / Guardian)

_____ (for ……………...School)

Appendix 7 – Checklist to assess your school's anti-violence policy and practice ☑

1	Do we have policies on dealing with violence between students, between staff and students and between staff and management and parents and staff which are: • based on clear definitions of what constitutes acceptable and unacceptable behaviour? • accepted by all groups concerned as fair and reasonable? • resourced? • practicable? • implemented?	
2	Do students, staff and administration clearly understand that they have a responsibility to report incidents of violence to ensure that early intervention can occur? Are they aware of the process of reporting? Are they actively encouraged to report incidents?	
3	Are violent incidents analysed and reviewed regularly?	
4	Does the school have individuals or groups with clear authority and responsibility for: dealing with complaints and incidents of violence? monitoring and supporting staff and students under stress?	
5	Does the school identify and support individuals or organisations with conflict resolution or mediation roles, and do these people have the support of management?	
6	Do management eg deputy principals or heads of department receive training so they understand: The definition of violence and how violence can develop? The effect that a perceived risk as well as a real risk can have on staff morale and stress levels? Their role in implementing the employer's preventive strategy? The importance of being supportive of staff who have been victims of violence? and What action to take when a violent incident has occurred?	
7	Are there clear procedures established to manage and diffuse conflict early? Are these procedures reviewed and adjusted to ensure that they are effective and have the confidence of students and staff? Are these procedures implemented and adhered to?	
8	Are there clear and effective procedures in place, which have the confidence of staff and students, to manage indirect or direct threats of intimidation/violence? Are these procedures implemented and adhered to?	
9	Are staff and students made aware of the psychological and physiological effects of experiencing or witnessing traumatic incidents and encouraged to view these incidents seriously?	
10	Are there procedures in place to support staff and student victims of workplace violence at school level which take into account the effects of trauma?	

Appendix 8 – Issues for staff and schools

People involved	Forms of violence	Issue for school	Issue for staff member
1. Students to students	Verbal abuse, insults Notes, text messages Threats Aggressive gestures and stand over tactics Taking, hiding property Physical assault Online harassment, e.g. Facebook, other social media	Parent complaints Health and Safety issue – safety of both students and teachers at risk School reputation School morale Need for victim support services Need for behaviour intervention programmes Professional development for teachers	Access to resources/support/ professional development, effective procedures, crisis intervention rather than supported Competency issue for teacher who may fear being blamed for lack of behaviour management Health and Safety issue i. Physical risks ii Psychological risks iii. Stress
2. Students to staff	Swearing and verbal abuse Threats Written abuse Aggressive gestures and stand over tactics Damage to property Assault Online harassment	Staff complaints Health and Safety issue for staff Staff absences – sick leave Staff retention School reputation School morale Need for victim support services Need for behaviour intervention programmes Professional development for teachers Involvement of police	Access to resources/support/ professional development, effective procedures, crisis intervention, EAP Competency issue for teacher who may fear being blamed for lack of behaviour management rather than supported Health and Safety issue Physical risks Psychological risks Stress
3. Staff to students	Verbal abuse or insults Humiliating, demeaning language Threats, intimidation or aggression Harassment or victimisation Assault	Student/ parent complaints Health and Safety issue – safety of students Fair complaints and discipline procedures Provision of appropriate professional development Breach of school's legal obligations (NEGs, NAGs etc…)	Discipline or competence issue Professional development Criminal implications Teacher registration implications Breach of professional standards/RTCs

Staff/management to staff	Workplace bullying Racial or sexual harassment	Staff complaint Personal grievance Sexual or racial harassment case Health and Safety issue Staff absences – sick leave, stress Staff retention	Health and Safety issue Access to personal grievance Access to racial or sexual harassment redress Discipline or competence issue Professional development
5. Parents to staff	All forms of harassment	Staff complaints Personal grievance Sexual or racial harassment case Health and Safety issue – safety of staff	Health and Safety issue Access to personal grievance Access to racial or sexual harassment redress Discipline or competence issue Professional development

Section 9 – Further references and readings

Bullying Free NZ. Bullying Free NZ is the website of the Bullying Prevention Advisory Group (BPAG) of which PPTA is a member. It provides information for schools, students, parents and whanau about preventing bullying in Aotearoa

Bullying Free NZ website (bullyingfree.co.nz)

Bullying prevention and response – a guide for schools. This guide gives schools information and strategies to minimise bullying, and to respond appropriately when it occurs.

Bullying prevention and response – a guide for schools (education.govt.nz website)

School Safety. An inquiry into the safety of children at school by the Office of the Children's Commissioner and a comprehensive guide to understanding and successfully dealing with bullying and violence.

School Safety – an inquiry into the safety of children at school (superu.govt.nz website)

Wellbeing@School. Developed by NZCER for the Ministry of Education, this website resource supports schools to self-review as they develop a safe and caring school climate.

Wellbeing@School website (wellbeingatschool.org.nz)

Health Promoting Schools. An approach to well-being that focuses on hauora and promoting healthy, positive behaviour. The website, from TKI, contains high quality, moderated, up-to-date information, educational resources, research and case studies.

Health Promoting Schools – HPS (hps.tki.org.nz)

Respectful Schools. A 2007 report from the office of the Children's' Commissioner on the implementation of restorative practice in New Zealand schools, for the purpose of helping school communities wanting to introduce restorative practices.

Respectful Schools: Restorative practices in education (occ.org.nz website)

Specific anti-violence and behaviour programmes for secondary schools

Affirming Diversity of sexualities and gender identities in the school community (updated 2017)
This guide assists schools to review their procedures to ensure safety for the diversity of sexualities and gender identities among staff and students.
Affirming Diversity of sexualities and gender identities in the school community (PPTA website)

Ministry of Education's Positive Behaviour for Learning Action Plan
PB4L – Positive Behaviour For Learning (pb4l.tki.org.nz website)

School Wide Positive Behaviour for Learning
Postive Behaviour for Learning – for schools (TKI website) – requires opening a user account to access.

Kia Kaha Youth Education Programme
Kia Kaha Youth Education programme (New Zealand Police school portal at police.govt.nz)

Cool Schools
Cool Schools peer mediation programme (Peace Foundation website)

Olweus bullying prevention programme
Olweus bullying prevention programme (Violence Prevention Works website)

Restorative practices – there are many programmes available which offer versions of restorative practice for schools

Strategies for how to deal with traumatic incidents and emergencies at school
Preparing for and dealing with emergencies and traumatic incidents (education.govt.nz)

Worksafe bullying prevention toolbox
Preventing and responding to bullying at work – Worksafe bullying prevention toolbox (worksafe.govt.nz website)

Workplace Health and Safety information and training
Worksafereps courses (worksafereps.co.nz)

Bullying No Way. Australian Ministry of Education supported portal for anti-bullying
Bullying No Way! Safer Australian schools together (bullyingnoway.govt.au)

The Use and Effectiveness of Anti-Bullying Strategies in School, UK report
The use and effectiveness of anti-bullying strategies in school (gov.uk)

Netsafe NZ
Netsafe online safety for New Zealand (netsafe.org.nz)