



Safety Policies and Procedures



Presbyterian Church
of Aotearoa New Zealand

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Disclaimer:

This document is intended as a resource for the Church. The Book of Order and its subordinate standards contain the Church's official rules and directions. Any perceived conflict between the information contained in this resource and the Church's Book of Order and subordinate standards is entirely unintentional. Furthermore, the New Zealand law supersedes any rules or directions that may be perceived as conflicting

Welcome to Section 4 of the Presbyterian Church of Aotearoa New Zealand (PCANZ) Resourcing Teams, *Safety Warrant of Fitness (WOF) Manual – Safety Policies and Procedures (Reference Document)*. This document is constructed as a Reference Document to assist Parishes in the development of their own Policies and Procedures.

In the Health and Safety (H&S) at Work Act 2015, each local church is known as a PCBU and has the primary duty of care to ensure the safety and wellbeing of all participants in their care.

In addition to Health and Safety legislation and documentation, other Policies and Procedures based on 'Best Practice' can help support the safety of children and young people we are responsible for. Having clearly stated guidelines, that are accessible as well as relevant people trained in the implementation of the guidelines, can help your children and young people's activities run smoothly and with minimal risks.

The policies and procedures included in this document are not a comprehensive list, but provided as guidelines (or possibly a template) for each parish to develop their own.

Policies and Procedures need to be reviewed regularly and updated as appropriate to be relevant to your families, young people and community. Policies reflect the "rules" whereas the Procedures describe how to go about implementing the rule.

When writing a Policy it generally includes the following:

1. Title
2. Scope - Who it applies to
3. Rationale – Why the policy exists
4. Policy Statement
5. Definitions (if it includes unfamiliar or technical terms)

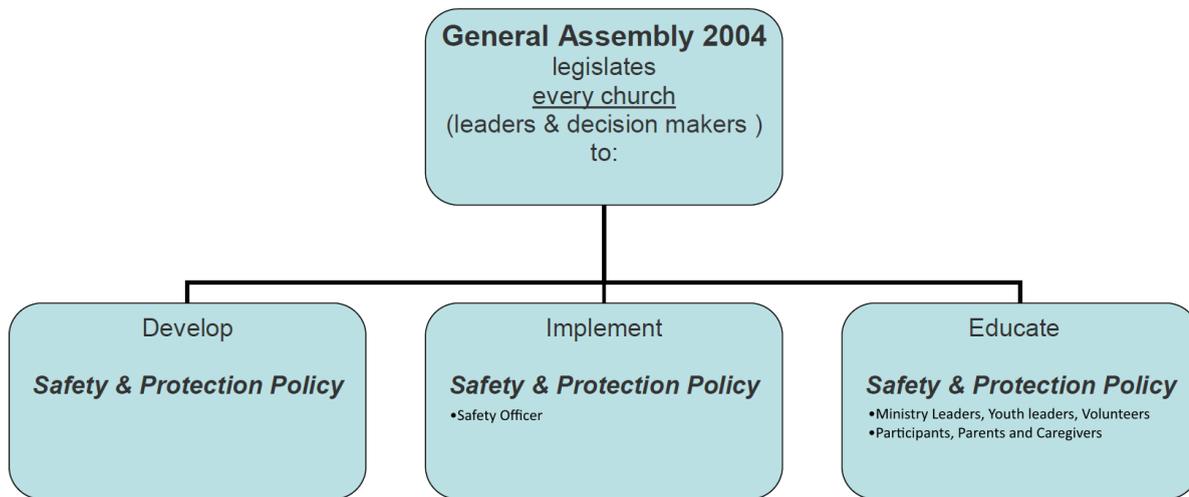
Policies may also include other sections, however in general the more succinct the policy is the more likely it is to be understood and adhered to.

Not every Policy needs a Procedure or Guidelines to support it, although they can be helpful.

We have also included some Checklists and Forms that can be used as guidelines or templates for your ministry. Again, they may not all be relevant.

It is a requirement for each church to have Safety and Protection Policies. In this section, there are some examples of policies, that can help congregations generate their own policies. The policies are divided into two sections:

- 1) those that apply to Leadership Behaviour
- 2) those that apply to the Safety and Protection of Programmes and Events (This includes those participating in the event and those running the event).



Scope:

These policies govern the behaviour of leaders at programmes and events where children and young people are present

Rationale:

As leaders we have a responsibility to ensure our behaviour and the example we set is Christ-like, so that children and young people will grow in wholistic faith

ALCOHOL POLICY:

1. Leaders will not consume, or be under the influence of alcohol, when they have responsibility for children and young people
2. There will be no alcohol served to people under the age of 18 at any event.
3. At all times, all leaders should respect any young person's or leader's decision of abstinence.
4. There is a zero tolerance policy towards any leader drinking alcohol and then driving a vehicle.
5. It is expected that all leaders will demonstrate responsible drinking behaviour at all times.
6. Drinking-style games are discouraged at youth group events, as we feel these endorse their role in the youth culture.

DRUG POLICY:

1. It is expected that no leader will partake in any use of illegal substances or misuse of mind-altering and other harmful substances.

SMOKING POLICY:

1. Leaders will comply with the Smoke-free Legislation and promote a Smoke-free lifestyle.

HARASSMENT, DISCRIMINATION AND BULLYING POLICY:

1. Harassment, Discrimination and Bullying of others will not be tolerated. This includes physical, emotional, sexual and spiritual abuse.

Definitions

Harassment: Harassment is any behaviour that is ongoing or repeated, that is unwelcome, intimidating, intrusive or offensive to the receiver. It includes any unwanted comment, conduct or gesture directed toward an individual or a group of individuals which is insulting, intimidating, humiliating, malicious, degrading or offensive, and is either repeated or an isolated incident which is so significant that it adversely affects someone's performance, contribution, or work environment. This conduct delivered through emails, texts, phonecalls, social media, etc, is still harassment.

Harassment includes sexual and racial harassment and harassment based on ethnicity, age, disability, gender, sexuality, and religion.

Harassment exposes the victim to physical injury or psychological harm; it affects productivity and staff morale, and contributes to an unsafe work environment and unhealthy workplace culture. Harassment, and bullying behaviour, is not tolerated

Discrimination: Where a person is disadvantaged on the grounds of gender, marital status, religious belief, ethical belief, colour, race, ethnic or national origins, disability, age, political opinion, employment status, family status or sexual orientation.

Bullying: Unreasonable and repeated behaviour towards a person or group that creates a health and safety risk.

1. Repeated behaviour is persistent and can include a range of actions.
2. Unreasonable behaviour covers actions which a reasonable person wouldn't do in a similar circumstance, including victimising, humiliating, intimidating or threatening a person. A single incident isn't considered bullying but can escalate if ignored.

Bullying includes cyberbullying - where technology (internet, mobile phone, digital camera etc.) is used as a means to bully. The Harmful Digital Communications Act (2015) sets out serious consequences if electronic communications are used with the intent to cause harm, and includes 10 communication principles, many of which relate specifically to harassing, discriminatory or bullying.

ONLINE COMMUNICATIONS POLICY:

Social networking sites, texting, e-mailing and other forms of electronic communication are a reality in our lives. In addition to our personal use of social media, it can also be used in our ministry to young people. It can offer an opportunity to develop and deepen relationships in new ways, however, an improper use can produce serious consequences.

1. Leaders will act with integrity when communicating online, and be aware of preserving confidentiality, and maintaining a high standard of conduct, and be vigilant about safety.

Online Communications Guidelines:

The following recommended guidelines apply commonly accepted principles of healthy boundaries for digital networking and communication. Be mindful that our calling is to meet students where they are; model healthy boundaries; and love and care for students safely.

Youth leaders who want to communicate with young people using text messaging, email, social networking websites or other forms of electronic media must agree to follow the guidelines.

Online behaviour

- No matter who can view it, do not post anything that is inappropriate, offensive, abusive, pornographic, disrespectful or compromising. This includes photographs, use of language, your affiliation with groups or causes, checkins and recounting events.
- Set very stringent privacy settings on your account that is consistent with all young people and across all platforms.
- Paid leadership may consider having two accounts, one for personal use and one for professional use.

Connecting with young people

- Adult leaders should not connect with anyone under the legal age set by said website, often this age is 13.
- Use prudent judgment in the time you contact young people through social media. The “home phone rule” is a basic rule of thumb to use – normally do not text, chat, or email back-and-forth with students at a time you would not normally call their home phone line, i.e. before 8:00 AM or after 9:00 PM.
- If a young person texts you after hours and it’s not an emergency – wait until morning to reply.
- Be transparent in interactions.
- Do not delete any correspondence. This provides transparency should a query or complaint arise.
- Interactions whenever possible should be done in an open environment.
- If you have regular contact with a young person, your supervisor and their parents should be aware of the contact being made.
- Video chatting with student is strongly discouraged – if you must, be aware of what you’re wearing and of your surroundings

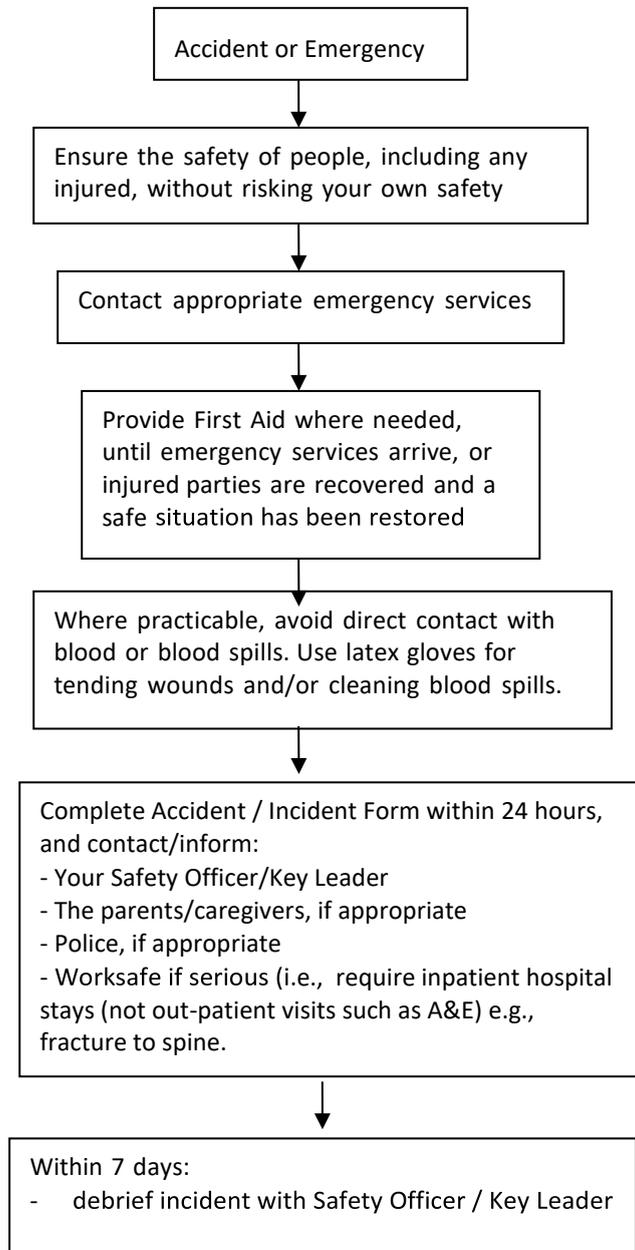
Use Groups

- We recommend youth groups create closed groups, not hidden, that youth and leaders can join. By doing this.
 - Youth and leaders can interact without seeing each other personal accounts.
 - It creates boundary lines and maintains healthy boundaries.
 - Appropriate members in the group would be current youth members, leaders and parents.
 - Group membership should be trimmed as people graduate from or leave youth group.
- Regularly check group discussions, do not tolerate bullying or inappropriate use.
- Any inappropriate material posted in your online groups should be deleted and addressed or reported if necessary.

SEXUAL SAFETY POLICY

1. It is expected that all leaders will set adequate boundaries in their working and personal relationships, setting a Christ-like example to the young people they serve.
2. There must always be at least two leaders in a room with children or young people.
3. Leaders should respect young people's personal space and not touch them in a potentially sexual way.
4. There is a zero tolerance policy towards leaders making sexual advances on a young person. If this should occur the Key Leader may ask the leader to step down from leadership.
5. If a young person makes a sexual advance on a leader, the leader must remove themselves from the situation immediately, and inform the Key Leader or Safety Officer.
6. Extra care and sensitivity will be taken with a young person who has a previous history of being sexually abused.
7. Extra care and caution will be taken with a young person who has a previous history of sexually abusing other young people. It must be ensured that they are undergoing adequate counselling through the appropriate professional agencies. At no time must they be left unsupervised with young people at camps or other potentially compromising situations. One leader of the same sex must be assigned to supervise them at these times, with the Youth Pastor involved with every decision made concerning their behaviour and safety.
8. It is expected that no leader will be involved in any form of pornography, including watching pornographic movies, visiting inappropriate web-sites, or reading magazines or books which compromise their integrity and purity.

ACCIDENT AND EMERGENCY PROCEDURE



Serious complaints are treated differently from other complaints.

A serious complaint is defined as a complaint regarding the conduct of a person that calls into question their suitability for their role/office at the Church.

Serious Complaints

Complaints of a serious nature, whether sexual or non-sexual, must be referred to one of the contact people appointed by your Presbytery.

You will have complaint posters in your church, which set out the names, telephone numbers and addresses of your contact people.

Under no circumstances should complaints be referred to church council meetings or be handled 'in-house'. For further information about the complaints procedures please contact the Complaints Officer or read chapter 15 of the Book of Order.

If you are unsure if a complaint is serious or not, call the Presbytery contact person.

Other Complaints

When you receive a complaint which is not serious:

- Let the complainant have their say. Make it clear that you have heard the complaint. Say something like, "Thanks for letting me know. I'll follow this up and get back to you by ..."
- Make the complainant feel that you value them coming to you. Do this even if they are angry. Remain calm even if what is being said seems unfair.
- Write down the specifics of the complaint. You might need to get the complainant to pause while you gather things to write with.
- Check back that you have the details right. If it seems appropriate, ask them to write down the complaint as well, so that you can compare what you have written with what they said.
- Any complaint is to be notified to the Key Leader(s) within 24 hours or sooner if possible. If the complaint is regarding the Key Leader, it is to be notified to the minister or Session Clerk.
- Keep a record of the complaint; fill in the incident report form. you may need it later

Investigation

The Church will now conduct a full investigation into the complaint and may request help from appropriate parties

- All parties will have a right to a fair hearing of their viewpoint.
- The Church will keep those who are affected informed about what is happening.
- Proof or admission of guilt may result in the leader being removed from the leadership team.

DRIVING POLICY

Scope:

This policy governs any time a vehicle is being used for a church ministry.

Rationale:

As leaders we have a responsibility to ensure that we are driving competently and safely, to ensure the safety of our passengers.

Policy:

1. Any driver transporting passengers must hold a full driver's licence.
2. Drivers must adhere to the road code
3. The vehicle must be road worthy with a current WOF, registration and seatbelts
4. All under-age passengers must have written consent signed by parent or guardian to be transported by driver.
5. All accidents, near misses (incidents), or reckless driving must be reported to the health and safety officer immediately after travelling and recorded as appropriate.
6. When borrowing or hiring vehicles for events, the leader driving must adhere to the set policies concerning the use of that vehicle. This may include being over 25 years.
7. In the case of deliberate recklessness; the driver will be required to step down from driving responsibilities as determined by church leadership, insurance company and/or legal authorities.

Definitions

Reckless driving includes: speeding, fast cornering, unnecessary passing, close tailing of other vehicles, any games with other vehicles on the road, permitting young people to put their heads or hands out of the windows, permitting young people to not wear seatbelts.

Breaches of Driving Policy

Breaches of this policy will be referred to the next level of authority.

PROGRAMME/EVENT ENROLMENT POLICY

Scope:

This policy governs the recording of children/young people's and their caregiver's contact details.

Rationale:

The Health and Safety of the children and young people is enhanced by a comprehensive record of any health and safety needs the child/young person may have as well as with regular dialogue with parents/caregivers.

Policy:

1. The following information will be recorded:
 - a. Child/Young person's name, address and phone number
 - b. Parent's/Caregivers' name, address and phone number
 - c. Authorised parent/caregiver for pick-up of child/young person
 - d. Names of other adults other than parents/caregivers authorised to pick child/young person
 - e. Special instructions regarding access, health problems, allergies, medications
 - f. Permission to be photographed and videoed
 - g. Permission to use photos on the church website or in publicity material
 - h. Any other information necessary to provide proper care for the child
 - i. Permission for pastoral care of the child
2. All information collected will be kept according to the stipulations of the Privacy Act 1993
3. No one outside the Children's/Youth Ministry will be given access to this information without the prior approval of the Key Ministry Leader and the knowledge of the parents/caregivers.

REGISTRATION POLICY

Scope:

This policy governs the recording of children/young person's names when attending an event

Rationale:

The Health and Safety of the children and young people is enhanced by the keeping of accurate attendance records, particularly for a roll call after and emergency.

Policy:

1. The names of Children/Young People will be recorded on a sign-in sheet (paper or electronic).
2. The sign-in is completed by the parent, child, young person, leader, depending on the age of the attendee.

ENGAGING PARENTS PROCEDURE

As church-based child and youth workers we have a tremendous calling to bring about renewal and transformation in the lives of young people. So often as we go about this, we default to an isolated approach to ministry, not being intentional to engage with the young person's family or other support networks that are available to them in the

wider community. When we do this we run the risk of alienating parents and we can miss out on vital connections for our young people. Ultimately we have a legal obligation to interact meaningfully with the legal guardians (parents) of young people who are part of our youth communities. For the most part parents are the greatest asset the young person has on the journey into adulthood we are wise to acknowledge and utilise all that parents can offer in the nurture of young people in our programs.

A vital component to engaging with parents is to ensure you have clear and consistent communication with them. Here are some suggestions

1. Create a brochure/info pamphlet that clearly communicates
 - a. The aims and values of the programme
 - b. How parents can get in touch with you
 - c. Who the parents can contact with any questions or concerns about the programme (perhaps the church's minister or session clerk/manager)
 - d. Information on specific dates and times and venues and activities that are on offer (you may want to create a dedicated Facebook page that has up-to-date information on upcoming events at least one month ahead of time that you encourage parents to be part of, or you may want to set up an email distribution list.)
 - e. The steps your ministry takes to keep young people safe
2. Contact the parents whenever you are doing something new outside of the normal interaction that you have their children. Explain what you are doing and why it is important /worth their time, and how long you will do this with them for.
3. Whenever you drop off or pick up a student from their home take 2 or 3 minutes to check in with the parents.
4. if parents are dropping off students at an event ensure you have some of your key leaders in the car park who make it their business to introduce themselves to parents and give any helpful information necessary.
5. Try and keep in contact with a phone call at least once a term.

Other points to consider

Confidentiality

As workers for the Presbyterian Church we are bound generally by the PCANZ Code of Ethics and for Youth Workers, specifically by the Aro Taiohi Youth Workers Code of Ethics. The Youth Workers Code of Ethics reminds us that our priority relationship is with a young person, however we must work to connect with important people in a young person's world including their family. Our code encourages us to honour a young person's right to confidentiality, even from parents. The exception to this is where someone is in imminent or severe danger if we do not breach this confidentiality.

Safety

Most of the young people's parents that we interact with will be genuine assets to them and us. However we must be mindful that not all parents are safe to engage with. For this reason we recommend that you conduct all of your face-to-face interactions with parents who you do not know well in safe public areas preferably with another member of your leadership team.

MEDICATION POLICY

Scope:

This policy governs the use and administration of medication to children and young people in a church ministry/event.

Rationale:

As leaders we have a responsibility to ensure that if we are required to administer medication that we do so reliably and safely.

Policy:

1. Parents requiring their children to receive medication while at a children's or youth activity, must say so in the Medication Consent Form.
2. Any medication required by children or young people should be left with the Key Leader with explicit instructions for administering.
3. No other medication will be administered without parent approval. Parents are asked to alert staff to any medical conditions, allergies or medication requirements on the enrolment form.
4. Any medication administered will be recorded on the Medication Record.

Breaches of Medication Policy

Breaches of this policy will be referred to the next level of authority.

FIRST AID POLICY

Scope:

This policy governs first aid given to children and young people in a church ministry/event.

Rationale:

Parents should be able to rely on leaders to administer first aid.

Policy:

1. At every children's or youth event there must be at least one leader with a current first aid qualification.
2. No medication may be administered without parental consent
3. Provide First Aid where needed, until emergency services arrive, or injured parties are recovered and a safe situation has been restored
4. When administering first aid, where practicable, avoid direct contact with blood or blood spills. Use latex gloves for tending wounds and/or cleaning blood spills.
5. Record the injury and any treatment in the accident incident form.
6. Notify parents/caregivers of any event that has required First Aid

Breaches of First Aid Policy

Breaches of this policy will be referred to the next level of authority.

SUPERVISION AND RATIO POLICY

Scope:

This policy defines the supervision requirements for children and young people in any given children and young person's event.

Rationale:

This policy is set to keep leaders and young people safe from inappropriate behaviour.

Policy:

1. There is a minimum of two leaders supervising children and young people at all times.
2. For each age bracket, the supervising/key leader must be over the age of 20.
3. All staff and volunteers counted for the staff/child ratio are 16 years of age or older. Staff or volunteers under the age of 16 years are actively supervised by a person 18+ years.
4. At all times leaders need to consider the nature of the programme activities, the level of risk and adequate staffing to ensure the safety of the children.
5. There are activities that are high risk and consequently need a greater number of staff and/or other specialist staff. Leaders must have up-to-date risk assessments for high-risk activities.

The following ratios are minimum ratios, not best practice ratios.

Ages of children	under 2	2 - 4	5 - 13	14 - 17
age of leaders	16+	16+	16+	18+
Ratio on-site	1 to 5	1 to 6	1 to 10	1 to 10
Ratio off-site	1 to 5	1 to 6	1 to 8	1 to 8

Incidence

In New Zealand in 2012 25% of all deaths of 10 to 14 year olds (12 young people in total), and 44% of all deaths of 15-19 year olds (77 young people in total) were by suicide. There were 89 suicides of adolescents aged 10 to 19 years; 61 male and 28 female. Male suicide rates in the intermediate and secondary school age group were around 2 times higher than female rates. New Zealand's highest rate of suicide occurred in the youth age group (15 to 24 year olds) at 23.4 deaths per 100,000 youth. In youths 15-25 years, the Maori suicide rate – 48 per 100,000 per Maori youth, was 2.8 times the non-Maori youth rate of 17 per 100,000. Of all age groups in New Zealand, youth have the highest instances of suicide and suicide related behaviours.

Predisposing factors

mental health problems, particularly depression • substance abuse • conduct disorders

sexual abuse • family or relationship breakdown • suicide by family and friends.

Socially disadvantaged, LGBTIAQ

Be aware that disruptions and transitions are times of vulnerability

Warning Signs

Unexpected reduction in activity and academic performance

Significant shift in mood, Grief about a significant loss

Withdrawal from relationships, Physical symptoms with emotional cause

High-risk behaviours

Protective Factors

For example, a close knit family where there are caring parents, adequate provision of the necessities of life, little or no dysfunction and no history of mental illness or suicidal behaviours presents a family environment full of protective factors.

How to support

The Big Picture: Create communities of authenticity and vulnerability. Make it ok to express worry, sadness and depression and make it normal for people to be listened to and supported, not lectured and judged when they are honest about feeling down or suicidal.

Having a straight up conversation:

Here is a framework you can use that's easy to remember. Simply A-E-I-O-U. These are key areas to try and cover. Approach them in whatever order feels natural.

Ask about their experience – *direct is best! The person should be 100% clear what you're asking.*

- “Have there ever been times when you've thought about killing yourself?”
- “Do you mind if I sit and talk with you about it”
- “How recently was the last time you had those thoughts?”

- “Are you thinking about ending your life at the moment?”

Ensure Safety – *if there are current thoughts of suicide.*

- “This is important, and I think we need some extra help with this – we could try sending a text to Youthline or The Lowdown together?”
- “What can I do to help you keep safe for now?”
- “I’ll stay with you until we can find someone else to help.”

Identify Issues – *explore what might have led to thoughts of suicide, and identify strengths.*

- “What are some of the things that make you feel that way/like ending your life?”
- “Do things feel worse at home or at school, or somewhere else?”
- “Are there things in your life that give you hope?”
- “It sounds like you were actually showing a lot of care toward the other person, even though they didn’t see it that way.”

Observe – *look out for changes in activity/personality, and possible anchor points to life.*

- “So you mentioned you’ve been drinking a lot more recently / I’ve noticed you not coming around as much anymore / Sounds like you haven’t had much sleep this week / You gave away your card set – I know that meant a lot to you?”
- “Who have been the most important people/places for you so far? What would it take to reconnect with/visit one of them?”

Utilise Supports – *connect to support people, both personal and professional, identify coping strategies*

- “What are some things that have helped you keep chill/brighten your day in the past?”
- “Is there anyone in your life that you trust to talk about this stuff with?”
- “Let’s figure out what you might say to them when you see them next”

When someone confides

- Tell them that you care and you want to help them.
- Listen to them and express empathy for what they are going through.
- Tell the person that thoughts of suicide are common and do not have to be acted on.
- If the student has a method and a plan this means he or she is actively suicidal and should not be left alone.
- If the student has contacted you by phone, text, email or similar, establish where the student is and ask if anyone is with them or nearby.
- Get the student to think about people or things that have supported them in the past and find out if these supports are still available. If they are, encourage the student to access them.
- Call or have someone else call emergency services 111. Tell the operator there is a young person who is suicidal (give address or location).
- Provide other relevant information, such as whether the person has been drinking. Give your name and contact details.
- Call the student back or stay with them and remove access to means of suicide until emergency services arrive. Do not use guilt or threats to prevent suicide, such as telling them they will ruin other people’s lives if they die by suicide as this may further exacerbate the situation.

When the unthinkable has happened

Be open and honest and communicate at a child's and young person's level of understanding. Suicide is a complicated form of death and requires honesty with young people but also restraint, depending on the level of understanding. Answer children's questions honestly. You often do not need to provide information beyond their questions. One thing to keep in mind is that when adults hide the truth in an effort to protect teenagers, the young person often sees or hears information from other sources, such as on Facebook, texting, a clipping from the newspaper, a conversation they have overheard, or from a neighbour, a relative, or another child who lets the "cat out of the bag." One way to have better control over information is to tell young people the truth yourself. You also need to state that although the young person has heard these things the cause of death has yet to be determined, this is the job of the Coroner's office. Rumours often circulate after a death and we ask you not to spread these rumours since they can be inaccurate, hurtful and unfair to [insert name] and their family. Encourage talk about the deceased family member or friend in sensitive ways. Consider what the young person may already know or may have experienced (if he or she witnessed the police in the home, for example). Understanding their personal experience can guide you in helping the young person open up about what happened and what he or she knows. Give young people opportunities to ask questions. Ask them what they would like to do after talking together. They may want to talk more, stay close to a relative, do an activity, play a game, or get some emotional distance from the events. Follow the young person's lead. Observe their body language. Remember that everyone grieves differently and there is no right or wrong way to grieve. There are no right or wrong feelings to have. All feelings or reactions are normal for them. Some young people need to be involved and want a lot of information; other young people may not want to be involved and want very little information. It is okay to ask them if they would like to talk about it more. Whenever possible, it is always best to be a good listener and let them talk and ask questions. Do your best to be available to talk about what happened, and let them choose their own way of coping and grieving. It is also okay to not know what to say or do. Be honest with children and say, "I don't know." Let them know that although you may not have answers to all of their questions right now, you will do your best to learn.

"What do I say when a child asks 'Why' someone ended his or her own life?" You could respond in any way that feels the most comforting for you both. Or you could say that the person who died "had a lot of adult problems and adult stress, and did not reach out to others for help. It always is important to reach out for help when problems get very big. All problems get fixed over time." You could also say that the person "made a mistake, or a wrong choice, because there is always another way out." Another important response is that "all problems are temporary, not permanent, and that problems can always be made better." What is most important is that the young person knows that "it is no one's fault," and there always are ways to make things better. The young person should know that others may be judgmental, or say something hurtful, and at times like this it may be helpful for them to seek out reassuring and comforting people. Ask your child for suggestions and try to come up with some responses together that are the most comforting. This may ease the burden of your child feeling unprepared and being put on the spot. Being prepared will help them feel confident that they are not "lying" or attracting more attention to what happened, or disrespecting the person that has died. They are instead making their own choices about what to say to others about others, or what to share about their own life.

Discuss appropriate ways to handle problems that may occur. Emphasise the importance of working through feelings and seeking help from others. Be aware of your young person's stressors and talk with him or her about them. Encourage young people to talk about and express their feelings. Provide a listening ear and be a support so they can talk with you about how they feel. Young people deal much better with tough circumstances when they have at least one person who listens and believes in them. Assist young people so they don't become overwhelmed with negative thoughts. Help them learn to manage negative thinking and challenge thoughts of hopelessness. Help them to stay

involved with others in activities that are supervised and they enjoy. Children and young people need to know that even if someone else commits suicide, they can choose to get help if needed. Emphasise that alcohol and drugs are not helpful. If needed, treatment or therapy can help a young person deal with negative thoughts.

Encourage help-seeking: Encourage students to seek help from a trusted adult if they or a friend are feeling depressed or suicidal. "It is okay to feel angry. These feelings are normal and it doesn't mean that you didn't care about [student's name]. You can be angry at someone's behaviour and still care deeply about that person." "This death is not your fault." "We can't always predict someone else's behaviour." "We can't control someone else's behaviour." "We are always here to help you through any problem, no matter what. Who are the people you would go to if you or a friend were feeling worried or depressed or had thoughts of suicide?" "There are effective treatments and supports to help people who have mental health issues or substance abuse problems. Suicide is never an answer." "This is an important time for all in our community to support and look out for one another. If you are concerned about a friend, you need to be sure to tell an adult you trust."

Give practical coping strategies: Encourage students to think about specific things they can do when intense emotions such as worry or sadness begin to well up, including:

- simple relaxation and distraction skills, such as taking three deep slow breaths, counting to 10, or picturing themselves in a favourite calm and relaxing place
- engaging in favourite activities or hobbies such as music, talking with a friend, reading, or going to a movie
- exercising
- thinking about how they've coped with difficulties in the past and reminding themselves that they can use those same coping skills now
- writing a list of people they can turn to for support
- writing a list of things they're looking forward to
- focusing on individual goals, such as returning to a shared class or spending time with mutual friends.

Often, youth will express guilt about having fun or thinking about other things. They may feel that they somehow need permission to engage in activities that will help them feel better and take their mind off the stressful situation. Students should also be encouraged to think about how they want to remember their friend. Ideas range from writing a personal note to the family, to attending the funeral service or tangi, to doing something kind for another person in honour of their friend. Acknowledging their need to express their feelings while helping them identify appropriate ways to do so can begin the process of returning their focus to their daily lives and responsibilities.

Helpful resources

<http://zeal.nz/blog/supporting-each-other-through-13-reasons-why-a-youth-workers-perspective>

For emergencies, dial 111

- The Lowdown - free txt 5626, team@thelowdown.co.nz
- Youthline – free text 234, email talk@youthline.co.nz, 0800 376 633
- Suicide Crisis Helpline – 0508 828 865
- Depression Helpline – 0800 111 757
- Samaritans – 0800 726 666
- Whatsup - 0800 WHATSUP (0800 9428 787)
- Healthline – 0800 611 116

1. RAMS Form
2. Hazard Identification form
3. Incident Form
4. Event Planning and Risk Management Form
5. Permission Form
6. Medication Register
7. Daily Venue Hazard Checklist
8. First Aid Procedures
9. Outing Backpack list
10. Attendance Register/Sign In Sheet

EVENT PLANNING & RISK MANAGEMENT FORM – BLANK

Church/Company:		Activity:	
Activity Date/Time:		Location:	
RISKS	PREVENTION		EMERGENCY PLANS
(consider physical, emotional, mental & spiritual)	Actions you will take to eliminate or minimise risk?		What will you do if it happens?
PEOPLE RISKS			
EQUIPMENT RISKS			
ENVIRONMENT RISKS			
RAMS Form Completed By:	Position in Church/Company:		Date:
RAMS Form Signed Off By:	Position in Church/Company:		Date:

Hazard Notification Form

Your name:	Location:	Notification to:
Description of hazard including significance in your opinion:	Any immediate action taken to mitigate: (please describe)	Your recommendations to control or eliminate the hazard:
Signature of person notifying this hazard:		
Date:		

Incidents should be reported within 7 days.

Section A - The Details

Name of leader reporting incident					Today's Date
Person receiving report					Date of Incident
Type of incident (circle)	Accident	Personal Injury	Safety Concern	Complaint	Other
Names and Contacts of affected parties					

Section B – The Incident

Incident / Issue description
Action(s) taken
Outcome(s) if known

Section C – The Analysis

For serious incidents, where someone needs to be admitted to hospital WorkSafe should be notified

<https://worksafe.govt.nz/notify-worksafe/>

Is this type of incident (circle)	NEW	OLD	Is this type of incident	ONE-OFF	ONGOING
Has this type of incident been increasing?	YES	NO	Have appropriate steps been taken to address this incident?	YES	NO
If "NO," what needs to be done?					

PROGRAMME OR EVENT INFORMATION	
Activity:	Date/Time:
Ministry / Group:	Key Leaders Name(s)
Location:	Number of Leaders Needed: <input type="checkbox"/> Leaders police checked <input type="checkbox"/> Leaders Safety Trained
Goal of Event:	Trained First Aiders:
Activity Description:	

Colour Key

PRE PLANNING	EVENT & POST EVENT PLANNING	DEBRIEF
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PRE PLANNING

VENUE	TIMINGS	COST

PROMOTION & COMMUNICATION WITH PARENTS AND STUDENTS	WHO / IF APPLICABLE

PREPARATION	RESOURCES NEEDED	WHO / IF APPLICABLE

EVENT

ACTIVITY		RESOURCES NEEDED	WHO / IF APPLICABLE
RISKS Describe potential hazards/risks	RISKS Low/Medium/High	PREVENTION How will you try to ensure the risk doesn't happen?	EMERGENCY PLAN What will you do if it happens
People			
Equipment			
Environment			

REPLICATE THIS PAGE FOR EACH ACTIVITY IN THE EVENT AND COMBINE TO CREATE PLAN FOR ENTIRE EVENT

ACTIVITY		RESOURCES NEEDED	WHO / IF APPLICABLE
RISKS Describe potential hazards/risks	RISKS Low/Medium/High	PREVENTION How will you try to ensure the risk doesn't happen?	EMERGENCY PLAN What will you do if it happens
People			
Equipment			
Environment			

EVENT

DEBRIEF FORM - BLANK

DEBRIEF		
ACTIVITY	WHAT WORKED WELL:	GENERAL COMMENTS:
DATE/TIME:	WHAT CAN WE LEARN FROM:	
ATTENDANCE	HAZARDS: List any hazards or safety concerns that were noticed.	WHO REPORTED
NUMBER OF LEADERS	INCIDENTS: List any accidents, injuries, behavioural issues, damages, near misses and ethical issues that may have caused concern and will be reported	WHO REPORTED

Permission Form

Event:

Starting Time:

Ending Time:

Section A - Personal Details

First Name	Middle Name	Last Name
Address		
Mailing Address If Different		
Email address	Date Of Birth	
Daytime Phone	Age	
Evening Phone	Male / Female	
Mobile Number		
Emergency Contact Details		

Section B – Medical And Child Protection

Section C– Permission

Special Medical Needs (e.g., Asthma, Diabetes)
Special Dietary Requirements
Doctors Contact Details

Signature:	Date
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By signing; I understand that in the event of an emergency I have given permission for the youth leader to act in the safety interests of my child. I understand that every attempt will be made to contact me first before any decision is made regarding treatment or medication.

I Understand images/videos of my child may be taken, and from time to time they may be used for promotional purposes.
If you are unhappy with this please tick here.

MEDICATION REGISTER

Administration Records

Medicine

Date: _____

Child's name	Medication to be given (time, quantity, etc)			Authority: Parent/guardian signature	Medication administered: (date, time, amount)			Signature of staff administering medicine	Parent/guardian acknowledgement that medicine administered
	Medication	Time	Quantity		Medication	Time	Quantity		

Administering medication:

If a child has serious ongoing medical problems that need constant medication or suffer from a critical condition (such as an allergy to food), a medical plan should be developed which all staff are aware of.

Good practice would suggest that the person administering medication in the centre is a senior member of staff and holds a first aid certificate.

Checking Venue for _____ Programme

Checked by: _____ Date: _____

Toilets:

- clean, toilet paper ok, floors dry

Hall:

- floors check for spills, hazardous rubbish,
- unstacked furniture, equipment left out

Other rooms:

Name of room/s: _____

- floors, rubbish, equipment

First aid kit:

- stored where it should be?
- stocked as per first aid list?

Toxic items & poisons:

- stored safely and inaccessible to children

Outdoors & playground(s):

- no hazardous rubbish
- equipment in good condition

Other equipment to check (if required):

Activity plan: for activities that need special equipment, check that there are no potential hazards or risks

Programme rules: remind children each morning

During programme:

Fire drill conducted on date: _____

REMEMBER:

- Report all hazards to the Supervisor/Safety Officer
- All hazards can be minimized or eliminated

All equipment and activities must be age appropriate, IF IN DOUBT DON'T DO IT!!!

FIRST AID KIT CHECKLIST

Date checked	Pre check	Mon	Tues	Wed	Thur	Fri
Antihistamine cream						
Antiseptic powder						
Arnica Cream						
Betadine antiseptic ointment/lotion						
Cool gel (6 sachets)						
Cotton wool						
Crepe bandages (3)						
Disposable gloves						
Eyewash						
Gauze pads						
Matches						
Needles (sterile)						
Panadol liquid – parent consent required						
Panadol tablets – parent consent required						
Pins						
Plaster strip (fabric)						
Plasters (50)						
Sanitary pads						
Savlon						
Scissors						
Sling						
Stainless steel bowl						
Steri strips (3 packets)						
Sterile water						
Suncream						
Tape for sticking gauze pads						
Thermo Blanket						
Thermometer						
Tweezers						
Wound dressing						

(Note: Checklist above is set out for a weekly event; adapt as required)

OUTING BACKPACK CHECK LIST

Date					
First Aid Kit					
Whistle					
Cell Phone					
Packet Barley Sugars					
Registration Information					
Thermal Blanket					
Sunscreen/Repellent					
Hand Sanitizer					
Pen/Paper					
Isopropyl Alcohol					
Stainless Steel or Plastic Bowl (small)					
First Aid Manual					
Packet of Disposable Gloves					
Snap Lock Plastic Bags					
Incident/Accident Forms					

PORTABLE FIRST AID KIT CHECK LIST

Ointment for Stings, Bites and Burns					
Assorted Plasters					
Assorted Gauze Bandages					
Sterile Gauze Swabs					
Non Stick Sterile Dressings					
Sterile Saline Solution					
Antiseptic Wipes					
Sterile Eye Pads					
Sling					
Panadol					
Scissors					
Tweezers					
Safety Pins					
Glad Wrap					
Staff Initials					

ATTENDANCE REGISTER/SIGN IN SHEET

Programme/Event: _____

Date: _____

Number of Attendants	First Name	Last Name	Age	Sign In Signature	Sign Out Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					