

11th Edition

2009/10

# Parent Pack



IT IS  
**OK** TO ASK  
FOR  
HELP



# The 11th Edition Parent Pack

October 2009

## Dear Parents/Caregivers

We are pleased to present you with the 11th Edition of the "Parent Pack" for 2009/10. This resource is for parents with children on the threshold of secondary school with all the challenges, new experiences, pressures and temptations that lie ahead.

The "Parent Pack" was first developed in North Shore City in 1997 to give parents some tools to help negotiate the teenage years, particularly the minefield of alcohol and drugs and the changing nature of their relationship with adolescent children.

Happy Parenting

## The Team



# Local Resources for Parents and Teenagers

Where to go for further information or for help?

## For Parents...

Relationship Services	489 8349
Tough Love	624 4363
Mens Line	522 2500
Lifeline	522 2999
CADS (Community Alcohol & Drug Services) - Altered High	361 6878
F.A.D.E. (Foundation for Alcohol & Drug Education)	489 1719
Ministry of Education	632 9400
Te Puna Hauora Health & Social Service	489 3049
Alcohol Drug Helpline	0800 787 797
Parents Legal Information Line for School Issues	0800 499 488
Parenting Skills (Raeburn House)	441 8989
North Shore Truancy & Student Support	477 5343 (027 437 001)
North Shore Police Youth Aid Team	477 5301
The Parent Help Line	0800 472 7368
Focus on the Family	0800 200 362

## For Young People...

YouthLaw	309 6967
Youthline	376 6633
Kidsline	0800 543 754
Altered High	361 6878
Public Health Nurses	486 8996
NZ Police (North Shore) TXT line	0272 727 669

plus... Guidance Counsellors at your local College.

## Community Coordinators...

We can direct you to parenting courses, drug and alcohol services, counselling providers, support groups plus other resources and information.

Birkenhead Northcote (Jill Nerheny)	486 8400 Ext 8854 or 0274 834 511
East Coast Bays (Sally Cargill)	478 4301
Takapuna (Heather Davies)	486 8400 Ext 7257
Devonport (Maire Vieth)	445 9533
Albany (Robyne Pringle)	448 5363
Glenfield (Michelle Whiu)	486 8400 Ext 8786

## Websites...

[www.myd.govt.nz](http://www.myd.govt.nz)  
[www.trippin.co.nz](http://www.trippin.co.nz)  
[www.somazone.com.au](http://www.somazone.com.au)  
[www.adanz.org.nz](http://www.adanz.org.nz)  
[www.alcohol.org.nz](http://www.alcohol.org.nz)



[www.nzdf.org.nz](http://www.nzdf.org.nz)  
[www.youthline.co.nz](http://www.youthline.co.nz)  
[www.ahw.org.nz](http://www.ahw.org.nz)



[www.aphru.ac.nz](http://www.aphru.ac.nz)  
[www.fade.org.nz](http://www.fade.org.nz)  
[www.urge.co.nz](http://www.urge.co.nz)



[www.reachout.com.au](http://www.reachout.com.au)  
[www.cads.org.nz](http://www.cads.org.nz)  
[www.family.org.nz/dpyk](http://www.family.org.nz/dpyk)



[www.netsafe.org.nz](http://www.netsafe.org.nz)  
[www.in2it.org.nz](http://www.in2it.org.nz)  
[www.teenadders.org.nz](http://www.teenadders.org.nz)



# When things go wrong

Young people are moving through a period of increasing pressure and stress with studies, work, employment, family, friends and the expectations on them. There can be huge physical and emotional changes occurring, combined with an age of experimentation and peer pressure and sometimes a young person may experience a mental health problem.

Mental health problems usually build up over time and/or are triggered by certain factors and stressors. In some cases they can build up over a period of months or even years. Slow changes can be hard to notice and it may seem like normal adolescent behaviour or growing up. It is important that if you have any concerns about a young person's mental health that you seek help early.

(Children, Youth and Women's Health Service 2006)

## Mental health problems particularly depression and anxiety are common

Signs of depression include:

- feeling sad, grumpy, or miserable most of the time
- not being able to have fun
- feeling restless or lacking in energy
- crying, or getting angry or upset for no obvious reason
- losing interest in things that you used to enjoy
- cutting off from your friends and family
- feeling worthless, or guilty about things that weren't your fault
- having trouble concentrating, forgetting things
- losing a lot of weight, or gaining a lot of weight
- having sleeping problems – not being able to sleep, or sleeping a lot
- thinking about death or having suicidal thoughts

If you think a young person may be depressed, look for the signs, and talk with them. They may need your help. For more information about depression refer to [www.thelowdown.co.nz/](http://www.thelowdown.co.nz/) or call the Depression Helpline on 0800 111 757. This is a



toll-free number you can call to talk with a trained counsellor. They can have a chat and help you work out whether a young person needs professional help. They can also give you information about the services that are available where you live.

**Anxiety** is one of the most common problems to affect a young person's mental wellbeing. It is when anxiety begins to interfere with day to day life that an 'anxiety disorder' may be developing and that treatment may be helpful.

For most people at most ages, anxiety results in **physical symptoms** such as increased heart rate, feeling short of breath, muscle tension, sweating, shaking, churning stomach. Young people tend to find it more difficult than adults to recognise that these unpleasant physical feelings are due to anxiety. They may instead appear to be just overly tense or uptight, or may experience the physical signs as headaches, tummy aches or other ailments.

Anxiety also tends to trigger **changes in our thoughts**. An anxious person may have persistent worrying thoughts - most often about the possibility that something bad may happen. The younger the child the more difficult it is for them to explain what their thoughts are (i.e. what they are afraid of).

Certain **behaviours are commonly associated** with anxiety. A person who experiences anxiety wants the feeling to stop as quickly as possible

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or to avoid feeling anxious in the first place. Avoidance of situations that trigger anxiety is the most common behaviour that goes with anxiety. A young person may show avoidance, withdrawal or under achievement. Some people may develop unusual behaviours or habits. Sometimes drugs and/or alcohol may be used to numb (avoid) feelings of anxiety. It is common for a person with anxiety to also be depressed.

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

Research shows that young people are most likely to turn to close friends or family for support, so you're probably in a really good position to help. Being there for them could make a big difference. It is important that if you have any concerns about your young person's mental health that you seek help early.

## Where to go for help:

### Your Doctor:

A GP can help by talking things through and arranging treatment options. These may include self-help treatments, or referring you to other services such as counsellors, or Marinoto North Youth Team. Some GPs also have psychologists available for little or no cost. They can also prescribe you anti-depressant medication if necessary.

### A School Guidance Counsellor or Counsellor:

Counsellors are trained to help people with their issues or problems, usually over a number of sessions. It's important to find a counsellor that you and your young person will feel comfortable talking with. Home and Family Counselling Service offer counselling to people living on the North Shore,

they can be contacted on 09 419 9853. Or visit the website [www.talkingworks.co.nz](http://www.talkingworks.co.nz) to find out about other counsellors in your area.

### Marinoto North Youth Team:

This is a public health service that is free provided by Waitemata District Health Board. They can provide assessment and treatment for young people who have mental health problems. They can be contacted on 09 489 0555 between 8.30-4.30. If you have concerns outside of these hours you can call the North Adult Mental Health Community Team on 09 487 1400.

## Find someone you and your child feel comfortable with

It's sometimes hard to find where to go for help and then when you do find help you may not feel happy with the person. But it's worth remembering that it can take time to get to know the person you're working with and to feel comfortable with them.

Also, it can take some time before you "start seeing results" and sorting out problems or issues. If you do feel that a counsellor or worker is not right for you then it is totally fine to look or ask for someone else. It's important to remember that there is always someone willing to listen and help out. So if at first you don't succeed try, try again, and don't give up.

## Further assistance or information

Marinoto North Youth Team 09 489 0555  
 Home and Family Counselling Service 09 419 9853  
 0800 WHATSUP or 0800 942 8787.

- [www.headroom.net.au](http://www.headroom.net.au)
- [www.justlikeme.org.uk](http://www.justlikeme.org.uk)
- [www.youthinformation.com](http://www.youthinformation.com)
- [www.trippin.co.nz](http://www.trippin.co.nz)
- [www.teenagehealthfreak.org/](http://www.teenagehealthfreak.org/)
- [www.vibecentral.org.nz](http://www.vibecentral.org.nz)
- [www.thelowdown.co.nz/](http://www.thelowdown.co.nz/)
- [www.rainbowyouth.org.nz/](http://www.rainbowyouth.org.nz/)
- [www.talkingworks.co.nz/](http://www.talkingworks.co.nz/)



# Gender roles and expectations



The gender roles and expectations we have of children contribute to how they behave

**Gender role:** the expectations of the different ways males and females should behave.

**Stereotype:** standardised image or idea about a particular type of person.

**Gender identity and roles in the family are central to adult experience.**

As children observe their families they begin to interpret what it

**In general, gender roles require that BOYS are:**

- strong
- adventurous
- athletic
- brave
- robust
- rugged
- clever
- energetic
- rowdy
- smart
- dominant
- independent
- loud
- forceful
- active
- spirited
- lively
- muscular

means to be a male or female.

By their third year, boys and girls tend to identify with the same-sex parent and want to be like them. This begins to set the patterns for how they might behave in adulthood. Even in one-parent families or where children have same-sex parents they observe gender roles from other sources (other family

**In general, gender roles require that GIRLS are:**

- good
- smiling
- dainty
- pretty
- careful
- slim
- kind
- amiable
- sensitive
- sweet
- charming
- dependable
- nice
- soft
- gentle
- tidy
- delicate
- agreeable

members, school, TV) and they take on characteristics of same-sex identification.

It is not surprising that boys may grow up feeling the need to be powerful and in control and girls grow up feeling dependent and submissive.

Some common concepts which convey ideas of gender role stereotyping are:

for boys . . .

- big boys don't cry
- act like a man
- boys will be boys
- what a fine, big boy
- he's a tough little dude

and for girls . . .

- let me make it better
- behave like a lady
- nice girls don't do that
- she needs to lose that puppy fat
- she's so pretty and gentle

Some abuse in families results from children not conforming to gender expectations. Children develop and grow in very different ways and parents and families can be supported to accept difference and let go of rigid expectations.

## Changing gender expectations

**Watch our language.** Eliminate gender roles and expectations of behaviour in language (eg, refer to adult females as women – not girls or ladies; refer to the school principal – not the headmaster; talk about Police officer – not policeman).

It's cruel and demeaning to refer to "gentle", sensitive boys as "girly" or "pansy". Girls who show strength and independence are not "tomboys". Never put labels on children that put them down for being themselves.

**Raise awareness** of sexist attitudes and talk to children about them. Talk about how TV, films, advertisements, books, toys, magazines, pop stars etc convey images about men's and women's roles and behaviours. Look for and talk about alternatives. Show women in leadership and men in nurturing roles.

**Encourage a liberated attitude** to toys and play activities. Let boys dress up in fantasy costumes, paint their faces and dance. Let girls take active roles in leadership games. Let them use tools and be responsible for the equipment.

**Point out and talk about role models,** particularly women in leadership roles and men in domestic and caring roles. Encourage ideas about equal value of men's and women's achievements in the community.

# Alcohol and young people

Alcohol is a common product and it is easy to forget that it is a depressant drug that can have serious side effects, particularly for young people. Small amounts of alcohol can be social and fun – larger amounts can be toxic and dangerous. Young people are often pressured to start drinking socially and the earlier they start the greater the chance of problems later. With a huge range of enticing designer drinks to tempt young drinkers, it is easy to underestimate their strength and the effect on growing minds and bodies.

Alcohol affects adolescents differently to adults because they are still maturing physically, mentally and emotionally and are much more vulnerable to alcohol's adverse effects. The acute effect depends on body-size, metabolism, personal experience, mood and circumstances e.g: whether consumed with food or other drugs.

The majority of young people are healthy, responsible and respect the 'don't drink and drive' rule. However studies show that regular drinking is beginning at much younger ages and the majority of teenagers who drink believe that being drunk is okay. Parental guidance and good adult role modelling is a proven positive influence and is needed more than ever before.

## The Facts...

- Alcohol can disrupt adolescent brain development with long-term health and social consequences.
- Early onset of alcohol abuse increases the risk of learning and memory problems, unsafe and unwanted sex and injury and can pre-dispose a young person to mental health problems and addiction.
- The average age of starting to drink alcohol in New Zealand has dropped to 13.6 years. The older teenagers are before they start drinking regularly, the less likely they are to abuse alcohol and experience problems.
- In 2003, 48 percent of New Zealand teenagers reported drinking 5 or more glasses in the previous two weeks compared to 34 percent in 2002.
- A 2004 Auckland survey found that more girls aged 14-15 years were drinking at risky levels than boys the same age.
- Alcohol is a leading cause of hospital admissions for young people. When the legal purchase age was lowered from 20 to 18 years in 1999, Auckland Hospital recorded a 37% increase in the number of teens under 18 years presenting with alcohol-related problems and drink-driving accidents among young people have increased.
- More than a quarter of secondary school students report that, in the last month they have ridden in a car driven by a potentially drunk driver.
- Adolescent with caregivers who take an interest in and monitor their activities, and who have an expectation that alcohol will not be abused are much less likely to experience problems.



"When you deny a 14 year old a social event, expect a fight. They accuse you of meanness, mistrust and being the ONLY parent saying no and it tests your resolve. The way I see it, it's their job to push the boundaries and our job to make sure there is something in place when they do. It's about security not trust."

Christine Rogan, Parent and Health Promotion Advisor.

"It would be hard for me to not drink even though I personally don't even really like being drunk that much but I wouldn't not do it".

Kate aged 15 years, Injury Prevention Research Centre survey.

## What to look for if you think your child may be using Alcohol or Drugs

Here is a list of symptoms that MAY indicate alcohol or drug use. It is important to remember that adolescence is a time for changes, so look for a SERIES OF SYMPTOMS, not just an isolated or single behaviour. Most of these symptoms could in fact be classified as 'normal' teenage behaviour.

Behaviour	nasty, moody, irritable, unreasonable, angry, lying, occasional memory loss, slurred or slow speech, lack of energy, apathy, poor coordination, loss of involvement or enthusiasm, overreaction to criticism, lack of pride in appearance
Illness	frequently ill in the morning, miraculously well by evening, chronic coughing
Changes of friends	drops old friends, has new friends you don't know, makes private phone calls and has private meetings away from home more often
Money	unable to explain how money is spent or where money comes from, unable to explain new purchases or acquisitions
School problems	unusual lateness, truancy, teachers notice change of behaviour, performance
Other changes	no interaction with family, hides in room, sleeping habits change, hangs out at parks, malls, arcades, etc, withdrawal from sports or hobbies
Things appear or disappear	possessions missing, fan in bedroom, drug paraphernalia (tin foil, eye drops, burnt knives, cigarette papers), alcohol bottles or cans, nitrous oxide canisters
Eating habits	avoids family meals, loss/gain of appetite, loss/gain of weight, late night "munchies", a craving for sweets
Obvious use	red-eyed, glassy eyed, alcohol smell, incoherent

DON'T PANIC - or over-react if you suspect drug use. Try to establish the facts, talk to your son or daughter without moralising or preaching. Show understanding or concern and look for positive ways of correcting the situation. There is a list of people who can help you at the end of this resource.

If you feel unable to speak calmly to your son/daughter, ask for support from an adult whom your son/daughter relates well to.

# CADS (Community Alcohol & Drug Service)



## Altered High Youth Service

Altered High is a team of health professionals who help young people aged 13 and up to 20 years who have concerns about their own (or someone else's) alcohol and other drug use. Altered High is a regional service that covers Auckland, Counties/Manukau and Waitemata DHB's (the Greater Auckland Region from Te Hana to Tuakau).

### How does Altered High work with young people?

- Altered High works under a harm minimisation philosophy. This means that our priority lies with minimising the harm and risks associated with substance use.
- We will work with a young person whatever their motivation to change.
- Although not using substances at all is usually the best way to minimise the harm from substance use, we believe that those who are unable to achieve abstinence should not be excluded from treatment. Minimising harm allows the young person to focus on and succeed at achievable goals and helps make the treatment experience a positive one.
- Altered High views young people and their challenges within a resiliency and developmental framework.

### What does Altered High Youth Service provide?

- Confidential face to face counselling.
- Youth friendly and developmentally appropriate interventions.
- Mobility – We come to our clients. We are not office based thus we see young people at home, at school or at a community CADS unit.
- Awareness and assessment of co-morbid mental health issues in our clients.
- Dual Diagnosis focus clinicians.
- Same-sex attraction focus clinicians.
- Education and information evenings for families/ caregivers and significant others.
- Up to date alcohol and other drug resources for young people.

### Limitations

- We are a 'Business Hours' 0830 – 1700 Monday to Friday service.
- We are not able to provide crisis interventions or after hours responses.

### Who can make a referral to our service?

- Anyone can refer to Altered High but it is preferable that young people refer themselves.
- The young person must consent to and be involved in the referral process. Not involving the young person in a decision about a referral is likely to increase their resistance to seeing us. Effective interventions are based around a trusting relationship. Coercing young people into substance use treatment is seldom effective at changing their substance use.
- Currently Altered High receives referrals from young people and their parents, School Guidance Counsellors, Mental Health Services, Public Health Nurses, and GP's.

### How do you make a referral to Altered High?

- Contact the Altered High Duty Service on 09 361 6878 or CADS on 09 845 1818.
- Fax a referral 09 3605818 or Email: [alteredhigh@xtra.co.nz](mailto:alteredhigh@xtra.co.nz)
- An AOD Youth Duty clinician will take your call, explain more about the service and answer any questions you may have.

### Cultural services

- Cultural services are available to young people by contacting CADS on 09 845 1818.





# Is vandalism or tagging my problem?

Parents must take some responsibility in ensuring their children do not become local perpetrators of vandalism such as graffiti (tagging) or destruction of property. Strive to encourage young people not to emulate negative approaches to their own community, rather engage them to be positive through dialogue and setting a good example yourself. Too often it can be spotted early; marks on school books, backpacks, shoes or jackets and usually in the bedroom. If you see a graffiti "tag" that resembles marks on your child's property, then the likelihood is that they are connected. Ask the question!

## What do I do if my child vandalises?

- Keep calm and talk it through together.
- Decide on the consequences as a family.
- Go with your child to apologise to the owner of the property.
- Help them put the damage right.

## What can I do to stop my child vandalising property?

- Teach children to take care of their own property from an early age.
- Show children how carefully you look after your property.
- Talk about what vandalism is and how it spoils the environment.
- Explain that all property belongs to someone, and has a value.
- Talk about how people feel when their things are damaged or destroyed.
- Help children to find positive ways to use their leisure time.
- Give them skills to resist pressure from their peers.

**"You must be the general of your household. For parents to be effective, they must be leaders."**

- Psychologist Perry Buffington



# Partying safely

## Parenting parties

It is not always easy deciding what to do about alcohol at a teenage party. If your child wants to hold a party then the simplest and safest way is to say 'no alcohol'. Supplying alcohol doesn't make for a better party. It doesn't take very much alcohol to fuel a problem and young people socialise well and have fun without it.

### Some things to discuss and plan for beforehand....

- Who is coming and how many
- What time will the party finish
- How will they get home
- Will any be staying over
- What food will be provided
- How will gatecrashers be handled
- What is your decision about supplying alcohol
- How will you deal with alcohol brought by guests.
- Invite other parents over – they could help you serve food and will be able to assist with security if necessary
- It is a good idea to let the police know in advance in case anything goes wrong
- Let the neighbours know or invite them over
- Make sure there's plenty of good filling food like pizzas and bread and provide entertainment and space to dance etc. This is especially important if alcohol is present to reduce the risk of problems associated with drinking
- Be prepared with First Aid.

*"If you choose to provide alcohol, set the limits. Aim for lower strength alcohol, provide plenty of substantial food and non-alcohol drinks and closely supervise the party. Remember, you would be taking responsibility for supplying alcohol to other people's children as well as your own. Their parents may not be aware of that or approve."*

### Handy Hints for successful parties

- Limit the invitations to as small and closely associated group as possible. Word gets around quickly and by limiting the function to close friends you are more likely to know who's coming. Make a list and send out printed invitations so people know it is strictly **'invitation only'**
- Never go out and leave them to party alone. Visible but non-intrusive adult supervision is critical – drop in occasionally with snacks. Have the guests come through the area that you are in to get to the party so you know who is there and you see what they are bringing in



*"It's not about trust – it's about safety."*



## Attending parties

When your teenager wants to go to a party, agree to some conditions.

### Things to discuss...

- Contact the host's parents and find out about supervision, time, location, arrangements regarding alcohol and transport. Your teenager will probably accuse you of not trusting them. Point out that trust is not the issue, you are concerned about their safety. Be open about what you're doing - going behind their back is not a good idea
- If there will be alcohol there, what are your rules about alcohol consumption?
- What are the arrangements for getting home? If you will not be collecting them, will they have safe transport home?
- Do they want to stay the night? What arrangements need to be made?
- Talk about things that could go wrong: what to do if there is violence or drugs at the party or if they are feeling frightened or threatened; what if there turns out to be no supervision and the party is getting out of hand; what if their driver has been drinking?
- Tell your teenager if things get out of control, you will always be available to collect them. A family password is a good idea. A cellphone also enables them to contact you without their friends knowing. It is important that your teenager can get out of a situation without losing face.
- Make contracts with your teenagers. Negotiate consequences that are realistic, reasonable and appropriate, such as extra household chores, loss of driving privileges, or grounding for a specific period. Alcohol and drug use is a very emotional subject for many parents, and we can bring personal issues into discussions with our teenagers. Avoid empty threats and promises.
- Be clear and consistent about your own feelings, emotions, behaviour and values. Recognise and acknowledge your own limitations. If you have a particular reason for being unable to cope with your teenager's drinking, be honest with them. If they know what your fears are, it's a great place

to start some very good communication with your teenager. You might be surprised at their response!

## When things go wrong

Most teenagers will experiment with alcohol and getting it wrong is not uncommon.

**"Even with the best parents in the world, young people can still get into trouble"**

While some young people may periodically drink heavily, most get through it okay!

### What if your teenager...

- goes to a party when you have forbidden it?
- steals alcohol from your drinks cupboard?
- comes home drunk, vomiting?
- or worse, you have to collect a very drunk teenager from a party?

### Remember...

- Go back to any agreements you made. If consequences were agreed upon, they must be carried out. Give them the opportunity to explain what happened.
- Explain to them why their behaviour is unacceptable to you and how you feel about it. If you are concerned that they do have a drinking problem, we have listed some helping agencies at the front of this book.
- Do not try to reason with a drunk teenager. Wait until the morning when they are sober and you are less angry. If they are very drunk, unconscious or vomiting continuously, don't leave them alone. Put them on their side in the recovery position, make sure they are breathing and their mouth is empty. Keep them warm. If you are unable to wake them, dial 111 for an ambulance.

**"Your children's friends' parents could be your best resource and support — get to know them!"**

# A story of looking beyond the next hill for adventure...

Last weekend my husband, a friend and I took 5 enthusiastic, happy (noisy!!) 9 year old boys tramping in the Kauaeranga Valley (near Thames) staying overnight in a hut. This was to celebrate our son's 10th birthday. We did the same last year for his birthday and were happy that he wanted to repeat the adventure.

The boys each carried a small pack containing their sleeping bags and we carried the rest for the 3 hour hike through the bush up to the hut. On arrival, we filled up on food, let the boys explore the hut, choose who was sleeping on which bunk, run around for a while ( as they still had energy to burn!) before heading up to the Pinnacles which are at about 750m. Half an hour up a stiff climb was worth it for the view looking out over the Coromandel to the Coast. Really spectacular!

We are firm believers that kids of all ages benefit from time spent in the outdoors. Experiences like tramping and camping develop character,

perseverance, confidence, self esteem and an appreciation of nature as well as an enjoyment of the simple things in life. A hot cup of Milo and a biscuit tastes so much better after a long walk. It's great to unplug them from the TV or computer for a weekend so they can experience what being a kid is really all about.

We have learnt that kids, given lots of encouragement, regular breaks, plenty of food and friends to enjoy the experience with can do far more (and walk far further) than parents think is possible. Better still, it develops strong bonds and creates memories and stories that last a life time.

Even if you don't want to go overnight, there are many bush reserves all over the North Shore for day walks or for longer walks go slightly further afield to the Waitakere Ranges.

We had a fantastic time with the boys and look forward to repeating the adventure again soon.

**Justine Martin**

**Active Communities Manager, Harbour Sport**  
09 415 4615



# Stand-down, suspension, exclusion and expulsion of a student from school

Only the principal of the school or a person with the delegated authority of the BOT can stand-down or suspend a student.

A stand-down is the formal removal of a student from school for a specified period. Stand-downs can total no more than 5 school days in a term or 10 school days in a year. A suspension is the formal removal of a student from school until the board of trustees decides the outcome at a suspension meeting.

A student can be stood-down or suspended ONLY if:

- the student's behaviour is very bad and is a harmful or dangerous example to other students at the school, or the student's continual disobedience is a harmful or dangerous example to other students at the school; or
- because of the student's behaviour, it is likely that the student, or other students at the school, will be seriously harmed if the student is not stood-down or suspended.

The principal cannot stand-down or suspend a student automatically just because he or she has broken a school rule, or has behaved badly. The circumstances of each situation must be taken into consideration.

Two students may appear to have committed the same offence, but when everything is taken into consideration, it may be fair to treat each student differently. If the principal recommends that you take your child to another school, or just tells you to take your child home for a period of time, these are not legal stand-downs or suspensions. You do not have to remove your child from the school in these circumstances. The principal must advise you that your child has been stood-down or suspended.

## If your child has been stood-down

Your child will be able to return to school on the date in the principal's letter.

You and/or your child may ask to meet the principal (or the principal may ask to meet you) to discuss the stand-down.



Your child may be required to go to the school for guidance and counselling during the stand-down period.

Your child may be able to go to school during the stand-down period if you ask the principal and the principal considers your request is reasonable.

There is no need for your child to change schools because of the stand-down.

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## If your child has been suspended

The board of trustees (or a committee of the board) must meet to decide the outcome of the suspension. The meeting has to be held within 7 school days of the date of the suspension (or within 10 calendar days if the suspension took place within 7 school days of the end of the term). You and your child and your representatives may attend the meeting and any of you may speak at it.

Your child cannot attend school again until the board has made its decision, except for guidance and counselling if required, or if you ask the principal and the principal considers your request is reasonable.

You may ask about making arrangements for your child to meet a particular requirement for a course of study, or sit an examination.

If, following the Board meeting, the suspension is lifted without conditions, or with reasonable conditions, your child can return to school. If your child is excluded or expelled, your child cannot return to that school.

The suspension may be extended with conditions for a period, during which time your child cannot attend the school except at your request and at the principal's discretion for particular purposes.

Your child will be provided with an appropriate educational programme by the school.

If your child does not meet the conditions set by the board, the principal can ask the board to hold another meeting to reconsider its decision. This reconsideration meeting will follow the same procedures as the first meeting.

## If your child is excluded (i.e. a student under 16)

Your child cannot attend the school from which he or she was excluded.

The principal has 10 school days to try to arrange for your child to attend another school. You may try to



enrol your child in another school. The principal must inform the Ministry of Education if your child is not enrolled at another school and the Ministry will help to find a school for your child to attend.

## If your child is expelled (i.e. a student over 16)

Your child cannot attend the school from which he or she was expelled.

The principal does not have to try to find another school for your child to attend, but will tell the Ministry of Education if your child wants to continue schooling. The Ministry may help to find another school for your child to attend, if you have not been able to do this.

Note: There is no provision for a conditional or trial enrolment. Students are either enrolled at a school or they are refused enrolment at a school.

Ask your school or the Ministry of Education for a copy of the Education Rules 1999 for more information.



# Family discipline

**"Kia kaha tatou ki te iwi, ki te tautoko i a tatou tamariki, mokopuna kia tu pakari ai ratou i nga tau kei to heke maio."**

"Let us support our children and grandchildren to ensure they have a secure future."

All children need discipline – guidance to help them understand what is expected of them and to behave in a socially responsible way. It is an ongoing process of learning during growing-up years.

Discipline is not the same thing as punishment.

Punishment is about blaming and shaming – not about learning.

Positive discipline provides explanation and fair consequences for unacceptable behaviour. It notices and responds to acceptable behaviour.

It is not constructive to criticise, shame or harm children when they make mistakes or do not follow fair rules. Discipline is about teaching what is expected of them.

All too often children experience physical or emotional violence excused as discipline.

Good parenting involves effective discipline. It comes from the same source as the word "disciple" – a follower.

Effective discipline is never abusive, cruel or violent.

Children learn best by fair guidance, good examples, clear messages and patience, to allow and let them learn from their mistakes.

Children learn to behave well as they grow and develop.

They need time to learn how to control themselves and what is expected of them.

No child behaves well all the time.

## The following principles will help children learn how to behave well.

- 1 Set the scene well. A warm and caring home where the child feels secure and loved is the environment that fosters good behaviour.
- 2 Give lots of praise and say lots more positive than negative things – praise for getting it right is far more effective than criticism for getting it wrong.
- 3 Talk with your children as much as you can and listen to what they say.
- 4 Keep expectations realistic about what children can and can't do – know what is normal for their age.
- 5 Make it clear to children what you would like them to do and not do.
- 6 Make limits clear but keep rules to a minimum.
- 7 Don't fret the small stuff – ignore minor transgressions or provocation.
- 8 Be consistent in what you expect.
- 9 Model the kind of behaviour you want your children to copy.
- 10 Avoid physical punishment – it does not add anything constructive to discipline and carries many risks.
- 11 Structure your child's world to make it predictable, interesting and as free from frustration as possible.
- 12 Children will behave better when their basic needs, such as for food, rest, stimulation and play are well met.

**"O fanau a manu e fafaga i fugalaau. Ao fanau a tagata e faafaga i upu."**

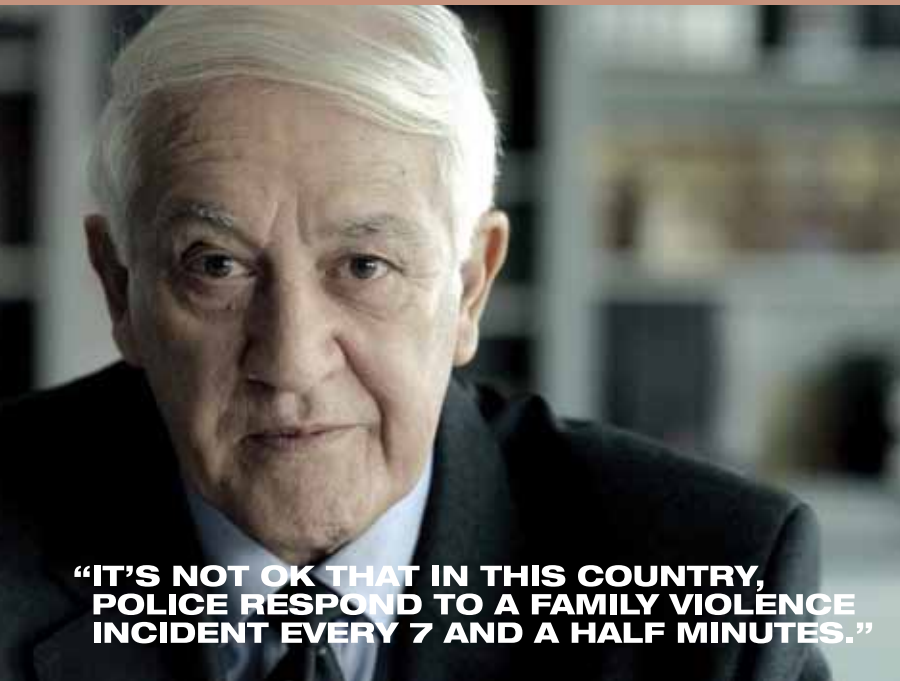
"Children of birds are fed by flowers while the children of people are fed by words."



# “ARE YOU OK?”

## It's not OK

- It's not OK to control your family with threats, to bully them or to intimidate them, or ever think that you can demand their love and respect
- It's not OK to be cruel to your boy just because "it never did me any harm"
- It's not OK to teach your kids that violence is the way to get what you want
- It's not OK to say "she was asking for it"
- It's not OK to scream abuse at your kids just because you're unhappy
- It's not OK to say "it only happens in certain parts of society", because it happens everywhere.



**"IT'S NOT OK THAT IN THIS COUNTRY, POLICE RESPOND TO A FAMILY VIOLENCE INCIDENT EVERY 7 AND A HALF MINUTES."**

## Where to go for help

- North Shore Police 111
- North Shore Living Without Violence 09 489 3770

Family Violence thrives in secrecy - don't keep it a secret if you are experiencing violence, using violence or witnessing violence in a relationship or family you know.



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

## The "Parent Pack" contains information from many sources. We would like to acknowledge the following...

- North Shore parents and organisations who have provided feedback
- Alcohol Healthwatch Trust - Christine Rogan

We acknowledge North Shore City Council as the principal sponsor of the 11th Edition of the Parent Pack. They have taken on the responsibility to fund this vital community resource for North Shore parents and caregivers since 1997.

## All communication to...

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