

# GENERAL GUIDANCE FOR Health & Safety Briefings

**SAFER  
SPACES**  
IN MUSIC EDUCATION  
AOTEAROA

For use with **YOUNG PEOPLE & CHILDREN**



This briefing document needs to be customised for your context.  
This document is for use with **young people and children**.

## Suggestions on how to make it relevant to your setting:



**Establish point  
of contact  
+  
train them**

Prior to using the briefing, select who the points of contact are for people to bring any concerns to, and ensure those points of contact are aware of what to do and have received training about your sexual harassment and bullying policy and how to receive a disclosure.



**Consider &  
understand your  
audience**

When framing your message, ask yourself who you are talking to? How old are the people you are talking to? Are they familiar with sexual harassment prevention, or will this be new to them? Have there been issues with sexual harassment or harmful behaviour previously?\* These questions should not determine whether you include this in your briefing, but simply HOW you include it.



**Use your own  
conversational  
tone when  
delivering**

Using your own conversational tone and language is more effective in engaging listeners, rather than reading off a paper list, which makes the briefing appear as a mere “box ticking” exercise.



**Use broad and  
specific examples**

Depending on the group (children, young people or adults), both broad and specific language can be effective. e.g for adults, always reference sexual harassment to make it clear that it is not tolerated (broad) and if appropriate highlight specific behaviour that has happened in the past\* as an example; or reference specific types of sexual harassment such as off-hand comments or unwanted advances, to make sure people understand the behaviour that is not okay (specific).



**Why talk  
about this?**

We believe it is important to talk about sexual harm prevention because we want everyone to feel free to raise it if something's happened that is not ok.

\* For information about referring to specific past behaviours, please talk to your school counsellor, SHAPRA or Safer Spaces.



**Before you start:** have you read our General Guidelines on the previous page? Please customise the following for your context.

“ Everyone deserves to feel respected, supported and safe.

This means being emotionally, physically and sexually safe. There is no place here for inappropriate comments, jokes, gestures, touching, or any online behaviour that makes you or anyone else feel uncomfortable or awkward.

If anyone says or does anything that makes you feel uncomfortable at any time, please check in with us about that. Even if you are not sure about what’s happening, we will listen and take it seriously. You can talk with me, .....

..... Or ..... ”

*When out of the educational context:*

“ Please remember that you are a representative of our school and carry the values of our school with you wherever you are. This means we expect you to treat other people with kindness, care and respect in everything you do today.

It’s good for everyone when we all treat each other well. Everyone has a right to be safe and happy here. ”

For more information & resources:

[www.saferspaces.nz](http://www.saferspaces.nz)

WITH SUPPORT FROM:



NEW ZEALAND  
MUSIC COMMISSION  
TE REO REKA O AOTEAROA  
[www.nzmusic.org.nz](http://www.nzmusic.org.nz)



**SAFER  
SPACES**  
IN MUSIC EDUCATION  
AOTEAROA