

## Outcome 6: Safety and well-being

06

 [Link to outcome 6 in the Code](#)

Signatories must:

- (a) provide a safe study environment for international students; and
- (b) provide adequate support for the well-being of their international students; and
- (c) as far as practicable, ensure that international students live in a safe environment.

The intent of this outcome is to ensure that international students are safe and well while living and studying in New Zealand.

### 2019 amendments to outcome 6

- 23(1eiA) The Code requires transfer of care arrangements *during* the period of enrolment.
- 23(1eii) Written confirmation from parents or legal guardians of the plan for transfer of care is not required but they need to be notified of each transfer of care plan.
- The definition of “residential caregiver” now includes a manager of accommodation operated by a tertiary provider (⇒ see clause 7(1)).
- 26 and 26(A) A tiered approach of checks to support international students’ safety and well-being:
  - 26(1b) A ‘safety check’ is required for residential caregivers
  - 26(1ba) An ‘appropriate check’ is required for anyone 18 years and over residing with the residential caregiver.
- 26(1bb) A written agreement with the residential caregiver is required to specify the role and responsibility of each party in relation to the care of the international student.

#### Navigating these guidelines

##### Under 18 year old and/or under 10 year old students

Headings specific to under 18 year old and/or under 10 year old students are highlighted in blue.

Icons are used throughout the document to help signatories locate information:



‘Star icon’ signals suggestions for good practice



‘Arrow icon’ draws attention to website resources.

## **Good practice for safety and well-being**

### **Cross-cultural awareness**

Remember that your international students are away from home, in a different culture, a new environment, and may have limited English language proficiency.

Depending on their cultural background, international students may engage with support services and staff differently. Some will have no problem finding and accessing the advice, information, support and services they need, and which you readily provide. Others may be unfamiliar with, for example, appointment systems, or having to go to different staff members for different problems. Some students will find it challenging to report to staff things they are unhappy about or struggling with, particularly if they view those staff members as being in a position of authority or think it may affect their academic grades.

Consider cross-cultural training for your staff to develop their competency and understanding of other cultures. Cross cultural training can be provided during staff meetings, as part of their professional development, at community meetings, or in a handbook about relevant cultures.

### **Be proactive**

Look for signs of distress in a student or if something is not right. Create a linked chain with all your staff, residential caregivers, the wider institution and community who are in contact with students. Do not rely on just one support person. Involve teaching staff, residential caregivers, other students/buddies, the local community. This allows the student many opportunities to speak to someone. If someone then sees that something is not right, they will pass the information on to a person who can follow up. Signs of distress include unexplained absences, poor performance, displays of strong emotion, lack of engagement, and lack of response when contacted.

### **Age-appropriate support and students here with family**

The type and amount of guidance required is dependent on the age of the student and their living arrangements. Accommodation arrangements need to be sustainable for the time students are studying. Students over 18 are considered adults and therefore while you can provide advice and support, decisions are ultimately those of the students. A similar situation occurs for students who are living with their parents – students who are living with family are likely to have more support than those who are new to the country and are alone. When thinking about the type and amount of guidance required, it is worth considering that international students over 18 are often more vulnerable than domestic students over 18 OR of the same age.

### **Expect the unexpected**

Unexpected issues, particularly if they involve the mental health of the student, may require time and specialist resources. Some situations may become challenging when they are not “extreme” enough to pass to an agency but are still a major issue for you to manage.

Factor this into your staffing and resourcing of provision for international students. Consider what additional support your international student staff may need when dealing with international student issues to ensure that roles are safe and sustainable.

## 22. Process: general

### 22(a) and (b)

#### Managing inappropriate behaviour

Signatories must develop and implement policies and procedures so that instances of inappropriate behaviour by, or impacting on, international students are dealt with fairly and effectively.

It is important for all staff in your organisation to be aware of the channels to follow when working with an international student who may need support with unsatisfactory conduct.

When there is a serious issue, it is important that staff in your organisation know who to contact and who can support the international student. For example, it is good practice if the designated staff member in charge of international students under 18 in your organisation is known to all staff.

Check that your behaviour management policy and procedures are:

- fair and effective
- communicated to staff
- communicated to international students (and if under 18, their parents/legal guardians)
- implemented as planned.

Outcome 3 requires signatories to clearly communicate behavioural expectations and disciplinary procedures in the international student enrolment contract (→ see *clause 16B (1) (b-e)*) and again at orientation (→ see *clause 20 (1) (a)(d)(f)*).



#### Consider ways to help students:

- understand what is considered inappropriate behaviour in your organisation
- understand the possible consequences of inappropriate behaviour, especially if these are conditions for termination of enrolment
- know where to go to get support if they are being bullied
- understand the avenues they can use if another student's behaviour is impacting on them.

**22(ci)****Advising students how to report and address health and safety issues**

Think about the information your international students will need to identify, report, and address health and safety issues.

Consider the structures and systems you have in place for reporting and addressing health and safety issues for domestic students. Some of these will need to be adapted for international students. For example, what is the process if an issue arises at a homestay?

**Other suggestions on how you can meet your international students' needs:**

- provide an orientation programme for your staff, homestay and the community
- include information about how to support international students
- consider the developmental needs of younger international students that may require increased sensitivity because their parents are not available
- include information about ways to report and/or address potential risks in living in a new culture and away from home, such as becoming involved in higher risk personal relationships due to feelings of loneliness, and the potential for experimentation with alcohol and drugs.

**22(cii)****Advising students on how to respond to an emergency**

Provide your international students with the information they need to respond to the types of emergency likely to occur on or off campus.

It is good practice to have critical incident plans to respond to different types of emergencies.

Procedures for critical incidents and emergencies need to meet the needs of your international students and their age group. This includes providing first language support, where necessary.

A designated international student staff member should be part of the critical incident team to represent the needs of your international students. Critical incident plans should be reviewed regularly.

**When developing a critical incident plan, consider:**

- what emergencies might occur in your context
- how you can prepare your international students to respond in an emergency
- what information they need about how to respond in an emergency
- how to communicate this information to your international students. For example, an emergency pocket card can be given to international students to ensure they have instant access to emergency contact information and phone numbers.

Signatories can contact the Ministry of Education's 24/7 crisis team in the case of a critical incident. The Ministry of Education's crisis team will advise signatories on the steps to be taken.

**22(cii) (continued)****Advising students on how to respond to an emergency**

Developing a critical incident plan that covers all situations can be difficult. Plans need to cover a lot of details and have processes to connect to external agencies such as insurance companies, hospitals, embassies, government agencies, etc.

You will also need to keep in mind that incidents may end up including the whole organisation, for example if media is involved, if an embassy or high commission liaison is required, or if there is a need for victim support.



For guidelines for dealing with emergencies and traumatic incidents see [Ministry of Education advice](#).

**22(ciii)****Advising students on how to access health and counselling services****You might consider:**

- adapting the ways your services are accessed to meet your international students' needs and approaches, for example having an open door, drop-in policy instead of an appointment system
- working with external providers so your international students have accurate information about how to access their services
- checking if your international students' insurance provider will cover counselling services
- how best to communicate information to your international students. For example:
  - first language support
  - during orientation
  - in your international student handbooks, prospectus and website
  - a tour of your organisation to show students where these services are located if available on site
  - through regular academic and welfare monitoring meetings.

**Services can include:**

- health (school nurse or medical centre after-hours medical and disability services)
- peer support
- pastoral support (international student advisors, deans, first language support person)
- counselling and mental health support – [www.mentalhealth.org.nz/home/our-work](http://www.mentalhealth.org.nz/home/our-work)
- external agencies, including community ethnic groups to assist international students adapt to New Zealand culture and way of life.

It is good practice to make clear to parents or legal guardians of students under 18 years that counselling services are confidential unless a student is at risk to themselves or someone else.

**22(civ)****Advising students on how to engage with relevant government agencies**

Consider keeping a list of key contacts for government agencies that can assist if there are any concerns about your international students.

If appropriate, have processes in place to support your international students (and their parents or legal guardians if under 18) to contact these agencies.

Consider organising a meeting with the local community police constable for new international students.

**22(d)****Have up-to-date contact details for each international student and their next of kin**

Check regularly that the information you collect from your international students is up to date.

Contact information includes names, contact details in New Zealand and in their home country, passport number, national ID number and insurance and visa information.

It is good practice to hold paper copies of this information in multiple places both off site and onsite, in case of an emergency.

**22(e)****Ensure that at all times there is at least one (1) staff member available to be contacted by an international student in an emergency**

The Code requires that you have at least one staff member available to be contacted 24/7 by international students in an emergency.

**Good practice for a 24/7 emergency contact includes:**

- sharing the responsibility between several senior and experienced staff members
- ensuring they know where to get information, who to contact and what needs to be done in case of an emergency
- being clear with your international students about the types of situations they can use the 24/7 contact, and when they need to use national emergency services (111)
- thinking about the best way to give the 24/7 contact number to your students so they can access it in an emergency
- deciding if it is helpful and possible for students to have a 24/7 first language contact person.

## 23. Process: international students under 18 years

### 2019 amendments to clause 23

- The Code requires transfer of care arrangements during the period of enrolment.
- Written confirmation from parents or legal guardians for the plan for transfer of care is not required, but parents or legal guardians must be notified of the plan.

### 23(1c)

#### Maintaining effective communication



##### Suggestions for good practice:

- have a communication plan in place to ensure timely and appropriate communication with parents/ legal guardians and if relevant, residential caregivers so they are kept informed about the student's well-being and progress in study
- consider the type of information you will communicate about, i.e.
  - general progress – school reports, newsletter/emails of the school's events
  - success of the accommodation placement and any changes to placement
  - how the student is settling in
  - student holiday and travel arrangements
  - illness and emergency situations
  - concerns and complaints, including absences and non-completion of work
- consider the frequency of your communications with all parties. How regularly is enough to ensure the communication is effective, i.e. ensures the student is safe and well? Parents of very young international students may want to hear from signatories more often
- note that parents of international students are entitled to the same progress information that is required by school policy for domestic students. This includes school reports and other progress information. You could send reports to parents directly, and/or to the agent and residential caregiver, where appropriate
- discuss and agree communication options before enrolment as part of the enrolment package to eliminate any misunderstandings. For example, some parents prefer it if the signatory communicates through their agent; others prefer signatories to contact them directly
- in your written agreement with the residential caregiver, consider your expectations of how and when they should communicate information to you, and how you will communicate any important information to them. For example, attendance issues, homesickness, health issues, etc.
- make sure parents and legal guardians are aware of the role of the residential caregiver and that information may be shared in order to ensure the student is safe and supported outside of your organisation. If necessary, this could be established in the student contract or homestay agreement
- consider privacy and other relevant laws in all communications. Have a plan in place for communicating with parents or legal guardians when something goes wrong. Always keep the best interests of the student in mind.

**23(Id)****Designating at least one (I) staff member to monitor students under 18**

For some providers, there may need to be several staff with this responsibility.

**Factors to consider when assigning staff members to monitor the needs of international students include:**

- number of international students in the organisation
- ability to communicate with international students
- frequency of intakes per year and orientations required
- age of students
- the home country and culture the student has come from
- type of accommodation.

Consider how you can resource and support this role.

International student needs for pastoral care can be unpredictable and can happen outside your school's teaching time.

**23(1e)****Transfer of care, for the student who is in the care of a residential caregiver**

Transfer of care applies to international students between 10 and 18 years in the care of a residential caregiver. Transfer of care does not apply to international students under 10 years of age, who must live with a parent, legal guardian or in an approved school hostel.

A transfer of care arrangement may be to the student's parent, legal guardian or another person nominated by the parent or legal guardian.

Ensure that a plan is in place for the transfer of care of the student, *for each transfer that occurs during the period of enrolment and for the transfer that occurs at the end of enrolment.*

**You might consider the following when arranging transfer of care:**

- what needs to be included in the plan, i.e.:
  - flight bookings
  - arrangements for getting your international student to the international airport
  - travel arrangements for international student from his/her residential caregiver to the nominated approved person
- being clear who is responsible for the pastoral care of the student and at what stage
- including an additional section in the enrolment contract relating to transfer of care
- identifying the basic criteria for any named person approved for transfer of care, which could include:
  - being 18 years or over
  - being known to the student and the parent or legal guardian
  - agreeing to take responsibility for day-to-day pastoral care during the agreed period
  - agreeing to communicate regularly with the residential caregiver and/or your organisation during the agreed period. For example, email, text, phone call, WeChat, etc.
- alerting parents if you suspect that the nominated person they have approved does not meet the agreed criteria, or if there are any other concerns regarding the transfer of care
- keeping a dated, written record of all communication.

## 24. Process: international students under 10 years

### 24(I)

#### International students under 10 years must live with a parent or legal guardian, unless they are accommodated in a school hostel

All international students under 10 years of age enrolled with a signatory must live with a parent or legal guardian, or in an approved school hostel, for the length of their enrolment.

This applies to all international students, whether they are here long-term or for a short-term visit as part of a group.

→ See *clause 7* for the definition of a legal guardian. To become a legal guardian, the person must be appointed by court or testamentary appointment. Relatives or designated caregivers are not the same as legal guardians.

A list of approved hostels can be found with the Ministry of Education. Please contact them at [hostel.licensing@education.govt.nz](mailto:hostel.licensing@education.govt.nz)

Your systems need to ensure that any international student aged under 10 is living with a parent/legal guardian during their enrolment. Parents cannot be absent, for example travelling in New Zealand or returning to their home country while their children are here at school.



#### Ways to monitor that the student is genuinely living with their parents:

- always request proof of legal guardianship. As required, seek legal advice on the authenticity of any documents
- introductory visits by school staff to the home to establish contact
- as part of the student's enrolment, check to see what type of visa the parents hold. In cases such as this, most parents will hold a 'guardianship visa'. Their visa should cover the same period as their child's visa
- ensure the enrolment contract clearly outlines conditions for enrolling under 10-year-old students and the school's process if a parent has to leave the region or country but leave the student behind. Parents should be aware of these conditions before enrolment so there are no misunderstandings
- invite parents into the school to make them feel welcome
- ask international students' teachers to tell you if they suspect that the parents are absent or if they notice someone else is bringing the international student to school
- ask teacher(s) to let you know of any information in student's work indicating that the parents are not at home
- check the parents' signature on notes or homework sent home
- check that parents attend student/teacher interviews.

Any actions taken by the school need to have the safety of the young international student as the number one priority.



See further examples of good practice in the [Code Toolbox, outcome 6](#).

## 25. Process: international students at risk or with special needs

### 25(1a)

#### Ensuring that appropriate measures are in place to address needs and issues

Determining which measures are “appropriate” is a decision that you need to make as signatory, based on your particular at-risk or special needs learners and their context.

Under the Code, you are required to ensure the right measures are implemented, and to check their appropriateness through your ongoing processes of self-review.

Sometimes you will identify at-risk or special needs students prior to enrolment. Other times unexpected issues will arise for students during the enrolment period.



#### When determining which measures are appropriate, consider:

- drawing on and adapting the policies, processes, and resources that you already have in place for at-risk or special needs domestic students
- the age, maturity, and cultural/linguistic background of the student
- whether the issues were disclosed by the student/parents/legal guardians prior to enrolment, or whether they have surfaced
- what your enrolment contract says about such needs and issues arising, particularly in a case of non-disclosure
- the length of time the student has been enrolled with you
- the longevity of the issues and whether things are improving or deteriorating
- your organisation’s capacity to provide the required support to the student
- which measures may need to be provided by external parties
- whether there will be an extra cost for the measures and who will pay (NB: international students are not usually eligible for Ministry of Education’s Special Needs Funding)
- how you should communicate with the student, relevant staff, other agencies, the student’s parents/next-of-kin, residential caregivers, etc., in accordance with the principles of the Privacy Act 1993
- how you will document the case, any communications, and the measures undertaken and their effectiveness
- at which point a deferral or termination of enrolment may be the best course of action
- providing supervision and mental health/wellbeing support for staff involved in supporting at-risk or special needs students. At times, this can be very stressful
- ensuring that no staff member acts in silo when dealing with at-risk students, and that serious cases are handled by senior and experienced staff.



The [Mental Health Foundation](#) website offers some valuable support in relation to mental health.

**25(Ib) and 25(Ic)****Informing parents, legal guardians, or next of kin and reporting issues to relevant agencies**

For all students, but especially those aged over 18 years, consider how much information you need to communicate to their parents or next-of-kin.

Ensure all communications comply with the Privacy Act 1993. There may be different requirements for students aged under and over 18.

If possible, communicate with your parents/legal guardians or next-of-kin as soon as issues come to your attention. Keep them informed as the situation evolves.

**Good practice considerations:**

- check that you have procedures for escalating issues
- staff and residential caregivers should be informed of the process
- before reporting on the issue, check your obligations under the Privacy Act 1993. Consider if the student wants the issue reported and try to obtain the student's consent before any personal information is disclosed, even if reporting is mandatory.

## 26. Process: accommodation

### 2019 amendments to clause 26 Process: accommodation

- The definition of residential caregiver includes a manager of accommodation operated by a tertiary provider (→ see clause 7).
- A tiered approach of checks to support international students' safety and well-being (→ see clause 26 and 26A):
  - a 'safety check' is required for residential caregivers (→ see clause 26(1)(b))
  - an 'appropriate check' is required for anyone 18 years and over residing with the residential caregiver (→ see clause 26(1)(ba)).
- A written agreement with the residential caregiver is required to specify the role and responsibility of each party in relation to the care of the international student (→ see clause 26(1)(bb)).

## Good practice for accommodation

### Scope of signatory responsibility for accommodation

The scope of responsibility around accommodation depends on the age of the student, the type of residential caregiver, and whether accommodation has been organised by the signatory, by the student themselves, or through a third party such as an accommodation agent.

If using an agent, you must ensure that the agent is compliant with the Code.

If you have arranged accommodation, no matter what the age of the student, you are responsible for ensuring that the accommodation is fit for purpose.

### Things to look for to ensure safe and acceptable accommodation include:

- level of safety and security
- location
- standard of bathrooms and other facilities
- standard of cleanliness
- temperature and heating
- appropriate bedroom furniture
- appropriate linen and bedding
- study desk and chair with adequate lighting
- provisions for emergencies, i.e. first aid supplies, smoke alarms
- whether the physical and emotional environment is safe for the student.

## Students aged under 18

### 26(1a)

#### The international student's accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements



##### Suggestions for good practice:

- include home visits and accommodation requirements in the residential caregiver agreement
- explain your home visit expectations to parents of international students in case they want to designate a caregiver
- visit student accommodation at planned intervals to ensure the accommodation provided is maintained at an acceptable standard (see guidelines above on "What to look for to ensure suitable accommodation")
- visit the accommodation while the student is present to gauge the interactions between the student and the residential caregiver
- request a declaration from residential caregivers that their home meets all relevant legislative requirements so that this can be used as evidence that living conditions are deemed safe. Spot-check this at a visit
- ask about accommodation at scheduled or informal meetings with students to monitor issues arising
- keep good records and document your visits so that you have evidence of your practice when undertaking self-review or should any grievances arise.

**26(1)(b and ba)****Safety checks and appropriate checks are completed and up to date**

Safety checks are required for all residential caregivers at least every three years, except for in the case of temporary accommodation (short-stay visits) when the supervisor meets the requirements under 26A(2) of the Code:

- the residential caregiver is a supervisor
- is not a resident of New Zealand
- is travelling with and accompanying the international student for the purpose of supervising him/her during the student's educational instruction.

Safety checks are to protect your international students, as far as practicable.

These requirements mirror the safety check requirements under the Children's Act 2014.

Take a risk-based approach to safety. Consider the kinds of risks students may be exposed to and how they can be protected.

All information obtained during the safety check process is confidential.

Processes must be in place to protect the privacy of participants, including any information obtained through the police vetting process.

Appropriate checks are also required at least every three years for any person aged 18 or over who resides at a residential caregiver's accommodation if that person is temporarily residing there, or if they reside there for 5 or more consecutive nights in any month.

**When determining whether a check on other residents aged 18 and over is 'appropriate', consider:**

- what checks to carry out for people 18 years or over residing at the residential caregivers to ensure the safety of international students
- whether the components of the full check are appropriate, including the measures you already have in place
- applying the full safety check to start with and then reducing the components of the check once you have a more practical sense of what is enough to give you assurance
- that an appropriate check of a person 18 years or over who lives with the residential caregiver may not be at the same level as for a residential caregiver. For example, a tertiary hostels registration process might have sufficient safety check information to give a signatory confidence an international student will be safe in the hostel
- developing a clear organisational policy on safety checks and appropriate checks for all staff to follow.

**26(1bb)****Written agreement with the residential caregiver**

Signatories are responsible for ensuring there is a written agreement in place with each of its residential caregivers who are accommodating students aged under 18.

The written agreement (or contract) must specify the role and responsibilities of each party in relation to the care of the international student so that both parties are clear about where their responsibilities lie.

**Good practice suggestions:**

- make sure the residential caregiver is aware of your expectations when caring for an international student. For example, the level of support they are expected to provide for the international student, which might include taking the student to a doctor, helping them to integrate within their communities, the sort of meals they need to provide (and how often), etc.
- expectations on how and when to communicate with your organisation. For example, if the residential caregiver notices a change in behaviour with the student such as staying in bed longer than usual, not eating, or an event that may impact on the student's well-being, etc.
- outline the organisation's processes, for example school permissions, transfer of care arrangements, etc
- expectations of when and how often the residential caregiver will be paid
- outline what the student is responsible for. For example, payment of personal products, extra snacks, etc.
- provide information of what you expect the residential caregiver to ideally provide for the student. For example, their own room, a bed, desk, unlimited internet, house key, smoke alarm in their room, laundering clothes, etc. Here your expectations may be informed by student and parent feedback you have gathered
- consider holding residential caregiver workshops/evenings to ensure all residential caregivers are clear about what to expect of your organisation and your international students. It is also a good opportunity for residential caregivers and, if appropriate, your students to meet one another and offer support
- consider developing a residential caregiver handbook that can be shared with international students, their families, and agents so everyone is aware of expectations.

**26(1d)****Student interviews and home visits to monitor and review the quality of residential caregiver****Some suggestions for practice:**

- consider what systems you need to have in place for effectively and efficiently monitoring and reviewing the quality of residential care for your international students aged under 18
- consider whether you will interview students or visit the home first
- consider whether the home visit will be planned or spontaneous, i.e. whether you will give the caregiver lots of notice or short notice. You may need to outline your home visit process in the residential caregiver agreement to manage expectations
- there is no set approach to student interviews, which could be conducted in person, over the phone or by video chat
- when interviewing:
  - use an interview template so you ask the same questions each time and gather baseline data. This will help you to identify trends at particular residential caregivers and about your students in general
  - ask open-ended questions or prompts that allow the international student to open up and provide the information you need. For example, “Tell me about...your room/your sleep/the food you are eating/how you spend the evenings, etc.”
  - remember to keep the language plain and simple, to ensure students who are speakers of other languages understand what you are asking
  - remember that students from some cultural backgrounds will not tell you immediately or directly if there is a problem. You may need to ask the same question in several different ways throughout the interview. Be prepared for some students to tell you about big problems only at the very end of the interview! If possible, allow extra time for this
  - have a documented process in place to follow when discussing accommodation, so you can file notes to refer to later as required
  - refer problems to the appropriate staff member, service or agency
  - follow-up any serious concerns immediately.

**26(1e)****Written agreement that the designated caregiver is subject to the signatory's approval and clarification around responsibilities**

Designated caregivers are relatives or close family friends designated in writing by a parent or legal guardian of an international student under 18 years as the caregiver and accommodation provider for that student.

A committed and ongoing relationship between the international student's family and the designated caregiver is an important element of a successful designated caregiver placement.

Parents and legal guardians must also agree in writing that the designated caregiver is subject to the signatory's approval – not only at the outset of the arrangement but their continued approval throughout enrolment – and that the signatory is not responsible for the international student's day-to-day care when the student is in the custody of the designated caregiver.

As with all other types of residential caregiver, safety checks and appropriate checks for designated caregivers and anyone aged over 18 residing with them, must be completed and up to date before signatory approval is given.

Ensure there is flexibility to remove international students from a designated caregiver if Code requirements are not being met. For example, you could include scheduled home visits as a condition of the written agreement.

**26(1ea)****If the student's residential caregiver is a supervisor:  
written agreement to clarify responsibilities**

You will need to have a process to ensure that the parent or legal guardian of the student has provided written agreement that the signatory is not responsible for the student's day-to-day care when the student is in the custody of a supervisor.

**26(1f)****Appropriate separation of international students from others of different ages in the accommodation**

This relates to the safety of international students in their accommodation and clarifies that they must be appropriately separated from anyone of a different age, regardless of whether those people of different ages are also students.

**Consider:**

- checking the sleeping arrangements in the house during your student interviews and homestay visit
- asking a set of questions when interviewing your international student to prompt information that gives you confidence the student feels safe in their accommodation.

**26(1g)****Appropriate supervision in the accommodation**

New Zealand laws relating to appropriate supervision of children aged under 14 also apply to international students aged under 14.

Signatories should consider, discuss and agree expectations regarding, for example, what happens if the residential caregiver wishes to go out or away without the international student. These expectations can be clarified in the written residential caregiver agreement.

**You may find the following links useful:**

[Code Toolbox, outcome 3, "Provider responsibilities for international students"](#)

[Hosting International Visitors Guidelines](#)

[Hosting Short-Term International Visitors](#)

**26(2)****International students 18 years or over who live in accommodation provided or arranged by a signatory**

Signatories are responsible for ensuring that the student's accommodation is safe, is in acceptable condition, and meets all regulatory and legislative requirements. They are also responsible for maintaining effective communication with the student when accommodation issues arise.

→ See guidelines at 26 (1a) for good practice suggestions.

**26(3)****International students 18 years or over who arrange accommodation for themselves**

You must ensure that international students aged 18 or over who are arranging accommodation for themselves are directed to relevant information and advice that will enable them to understand their rights and obligations as a tenant in New Zealand.

It is your responsibility to determine the specific advice and information needs of your students in relation to this clause.

**Some suggestions for advice and information include:**

- New Zealand tenancy laws
- local rental costs
- Disputes Tribunal
- day-to-day aspects of independent living
- thinking and planning ahead
- realistic expectations for how easy/difficult it will be to find accommodation
- realistic perspective of distances and transport links
- the likelihood of needing to secure temporary accommodation.

**New Zealand laws to note:**

[Care of Children Act 2004](#)

[The Children's Act 2014](#)

[Tenancy Services](#)

**You may find the following links useful:**

[Trademe and Realestate](#)

[Disputes Tribunal](#)

[Information about accommodation for international students in Auckland](#)

[Information about accommodation for international students in Hamilton](#)

[Information about accommodation for international students in Wellington](#)

[Information about accommodation for international students in Christchurch](#)

[Information about accommodation for international students in Dunedin](#)

**26A****Safety checks and appropriate checks****Police Vetting**

For information about police vetting, please visit the New Zealand Police website [NZ Police Vetting](#).

The Police do not support or encourage signatories sharing the outcomes of police vetting checks with other signatories, even with the residential caregiver's consent. If the residential caregiver has been given the outcome of their police vetting check, they may choose to share it.

Signatories should be mindful that police vetting checks are conducted at one point in time and do not future proof a residential caregiver.

As the full safety check is required every three years, you might consider that your residential caregiver agreement requires the caregiver to advise you during the three-year period if they, or anyone else who lives in their residence, has at any point any criminal charges or pending criminal charges against them, what that charge is, if they are on bail or are found guilty of an offence.

**Risk assessment**

You will need to work out what information is needed to undertake a risk assessment of each residential caregiver. Consider potential risks to international students in their living environment and what information would help you to identify those risks.

**Factors to consider in a risk assessment include, but are not limited to:**

- the residential caregiver's availability to provide support in the case of an emergency
- their ability to provide empathy
- their cultural awareness
- their ability to manage any difficulties that may arise
- their ability to communicate effectively, verbally and in writing.

Safety checking requirements do not apply to non-resident temporary supervisors (→ see process 26A(2)).

If the student's residential caregiver is a non-resident temporary supervisor, signatories must have a written agreement from the parent or legal guardian if under 18, that the signatory is not responsible for the student's day to day care when the student is in the custody of that supervisor.