

# Raumati Beach School

## Child Protection Policy & Procedure

Updated APRIL 2018



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#### **A) Principles**

1. Our school is committed to the safety and well-being of ALL members of our community: children, adults, staff and their whanau.
2. We believe that all children have the right to live free of abuse and/or neglect, and that all adults are responsible for keeping them safe and protecting their rights.
3. This policy outlines the ways in which our school will respond to any form of abuse or suspected abuse.
4. Our school will ensure that all members of our community are aware of the policy, it's procedures and guidelines.
5. We adhere to the principles of partnership, protection and participation and acknowledge the rights and responsibilities accorded by Te Tiriti o Waitangi.

#### **B) Purpose**

1. This policy outlines for all staff the ways in which concerns of abuse and neglect are identified and responded to.
2. It is written in accordance with the Vulnerable Children's Act 2014.
3. This policy will be reviewed every three years and updated regularly in line with amendments of legislation, experience and practice.

#### **C) Scope**

1. This policy covers all staff who have direct or indirect contact with children. This includes
  - Paid or voluntary staff
  - contract providers who are on the school site during the school day
  - those invited to provide services to children in the care of the school
  - teaching and non-teaching staff

2. The Board of Trustees has responsibility for the safety and well-being of children. Overall responsibility for the implementation and review of this policy rests with the principal.

#### D) Definitions

1. For the purpose of this policy:

Term	Definition
child	any boy or girl or gender neutral human under the age of 14 years
staff	people working at RBS, including contractors, employees, associates and volunteers who work full-time, part-time, casual or temporary.
child abuse	As defined by 'The Children, Young Persons and their Families Act 1989' '...the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect or deprivation of any child or young person.'

See Appendix 1 for further definitions of types of abuse

#### E) Roles and Responsibilities

##### Role of all staff

1. Any member of staff, paid or voluntary, may directly witness child abuse or have allegations, made by a child or an adult, relayed to them. There may also be disclosures of abuse that have occurred prior to attending Raumati Beach School. It is the intention of Raumati Beach School to ensure that all staff understand their roles and responsibilities in ensuring the safety of children at all times. This is achieved through consistent and agreed protocols regarding child protection, as well as the regular undertaking of awareness raising training.
2. Each member of staff must:
  - be aware of, and alert to, potential indicators of abuse or neglect
  - record a factual account of any concerns they have, or that are brought to their attention,
  - appropriately seek advice and support from their Designated Person for Child Protection who will then contact external agencies if appropriate
  - work in co-operation with the parents and caregivers, unless this compromises the safety of the child.
3. **It is the primary responsibility of staff to be vigilant, have knowledge and awareness of the indicators or neglect, potential or actual abuse and to report any concerns, suspicions or allegations of suspected abuse immediately and ensure that the concern is taken seriously and reported.**
4. The statutory responsibility to investigate allegations of child abuse rests with Oranga Tamariki and the Police.

##### Role of the Principal

5. The role of the Principal is to:
  - Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.

- Receive information that suggests potential or actual risk of harm to a child who attends Raumati Beach School, irrespective of whether the alleged abuse is current, past or likely to occur. The Principal will advise and support staff and, on the basis of the initial detail, will make a decision as to whether or not to delegate to the Designated Person for Child Protection for further action.
- Delegate to the Designated Person for Child Protection appropriate action and responsibilities as concerns are raised.
- Make any referrals to the Social Worker in School or Oranga Tamariki as appropriate.
- Ensure that all allegations are managed appropriately. No investigation will occur without appropriate consultation and a decision whether a response from Oranga Tamariki or the Police is required.
- Ensure that allegations or complaints are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).
- Ensure that the Child Protection Policy is effectively implemented throughout the school.
- Ensure that all staff are aware of, and have access to, full copies of the procedures for reporting child abuse.
- Ensure that all staff are recruited and employed in accordance with the guidelines identified in the Employment Policy to identify those people safe to work with children.
- Ensure that all staff receive child protection training.

### **Role of the Designated Person for Child Protection**

6. The role of the Designated Person for Child Protection is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount. This includes ensuring practices and procedures within the organisation have a child protection lens applied
- Ensure and safeguard clear, confidential, detailed and dated records on all child protection cases. These must contain all available information relating to the cause for concern and any subsequent action taken, including when it has been decided not to make a notification to Child Youth and Family or the police. These records will be kept separate from student's records for the purpose of confidentiality.
- Establish a close link with the relevant local agencies to ensure clear and effective communication and be a recognised contact within Raumati Beach School for agencies to contact regarding concerns.
- Work closely and effectively with any Child support Workers in School, ensuring information is appropriately shared to effectively safeguard the child.
- Ensure that all staff are supported appropriately when dealing with child protection concerns.
- Ensure required staff have received child protection training, and that this is recorded
- Maintain a current awareness of the children identified on the Risk Register, and regularly highlight these children to the appropriate staff.
- Consult with the Principal regarding all child protection concerns.
- Receive regular, comprehensive training with child protection.

RBS have appointed the Deputy Principal (Student Engagement and Well-Being) as the Designated Person for Child Protection.

### **Role of the Board of Trustees**

7. The role of the Board of Trustees is to:

- Ensure the needs and rights of children come first i.e. the safety and wellbeing of each child is paramount.

- Support the Principal to ensure that all allegations are managed appropriately. No investigation will occur without appropriate consultation and a decision whether a response from Child Youth and Family or the Police is required.
- Support the Principal to ensure that allegations or complaints are appropriately referred to the Education Council of Aotearoa New Zealand (EDUCANZ).
- Inform the Principal immediately should any member of the Board of Trustees be aware of a concern for the wellbeing and safety of a child who attends {School}.
- The Chair of the Board of Trustees will be directly informed of any allegations of abuse against the Principal.

## F) Child Protection Procedures

All staff will respond to concerns of child abuse by following the identified procedures, consulting appropriately and collaborating with external agencies.

1. The procedures set out below will help staff with:

- the identification of abuse
- handling disclosures, whether verbal or behavioural, from a child
- reporting procedures

### Identification of abuse

2. If the Designated Person for Child Protection is unavailable for advice and guidance then staff should consult with the Principal. At any time staff may seek advice from Oranga Tamariki (0508 FAMILY) regarding child protection concerns.

*Further information regarding signs and indicators of abuse is included in the Appendix.*

3. If a child makes a verbal **disclosure** to a member of staff it is important that staff take what the child says seriously. This applies irrespective of the setting, or the member of staff's own opinion on what the child is saying.

*Further information regarding responding to a disclosure is included in the Appendix.*

4. Under no circumstances should a member of staff attempt to conduct an investigation or deal with concerns regarding child abuse alone. Any incidents, concerns or suspicions must be reported following the procedures set out below.

5. It is important to be aware that **children can harm other children**. These behaviours are outside of what may be considered the normal range, and can extend to bullying, violence or sexual assault. Therefore when a child alleges inappropriate harmful behaviour by another child then the child protection procedures outlined in this policy must be considered for both the children.

6. It is important to be aware that children can **harm themselves or attempt suicide**. When a child identifies thoughts of suicide, or self-harming behaviour, this must be immediately notified to the Principal. If immediate action is required phone CAMHS.

### Reporting procedures

7. All concerns of potential, suspected or alleged abuse must be **reported** to the Designated Person for Child Protection. If the Designated Person for Child Protection is unavailable then consultation should occur with the Principal. A decision will be made as to whether to seek further advice or notify Child Youth and Family.

When reporting an incident staff should:

- Inform the Designated Person for Child Protection as soon as possible
- Record in writing all conversations and actions taken

8. Effective documentation, including referrals and notifications, must include a record of facts (including observations, with time and date), what was said and by whom, (using the person's words) and what action has been taken, by whom and when.

### **Keeping the child's family informed and involved**

9. Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen when:

- the parent or caregiver is the alleged perpetrator
- it is possible that the child may be intimidated into silence
- there is a strong likelihood that evidence will be destroyed
- the child does not want their parent or caregiver involved and they are of an age when they are competent to make that decision

### **Sharing Information and Confidentiality**

10. The safety of a child is paramount. At times a child is unable to speak for or protect themselves. Therefore Raumati Beach School has a greater responsibility to know when and how to share appropriate information with external agencies to protect the safety and wellbeing of children.

11. Giving information to protect children better is not a breach in confidentiality. Wherever possible the family/whanau should be kept informed of what information has been shared and to which agency, and for what purpose. Principle 11 of the Privacy Act, 1993, states "disclosure of the information is necessary to prevent or lessen a serious threat".

12. Should Raumati Beach School be requested for information or access to interview a child then the following procedure will be followed:

- Confirm identity and credentials of person requesting information
- Notify the Designated Person
- Identify specific information required and purpose
- Check information held – does Raumati Beach School have the information requested?
- DP and/or Principal to identify way forward and provide permission
- Depending on the reason for the request, and risk to children as judged case by case, inform the family that information has been requested, by whom and seek permission. If this is a child protection issue, permission from the family is not required.

Document all steps in process. Ensure that all documentation is placed on the child's child protection file.

### **Action to be taken by the Designated Person for Child Protection**

13. Concerns regarding alleged or suspected abuse will first be raised to the Designated Person for Child Protection. If further guidance is required then consultation will occur with the Principal. A decision will be made whether this information needs to be escalated to Oranga Tamariki.

14. All decisions taken, including if the concern does not require notifying Oranga Tamariki, must be recorded in writing and kept securely in a Child Protection file with the reasons clearly identified and explained.

## **G) Safe Recruitment and checking of Staff, Volunteers and Parent-help**

1. All appointments (permanent, fixed term, student, casual or volunteer) to positions that have direct and/or frequent contact with children or young people will be conditional on a safety checks, including a Police check.

2. Further information regarding Safe Recruitment, including vetting and screening procedures, is found in the Employment Policy.

3. Policy vetting is required for all those who come into contact with students on a regular basis, and/or those who represent the school.

The Police Vetting of the following groups is coordinated by the school's Bursar:

- All members of the school's Board of Trustees and Parent Teacher Committee.
- All teaching Staff (This is done by Educanz)
- All non-teaching staff
- Parent helpers for camp (if staying overnight and/or non-supervised group leaders)
- Coaches for teams (if working unsupervised by staff)

The following groups are expected to provide evidence of Police Vetting within the last 3 years:

- All itinerant teaching staff: music, drama, sport, special needs support
- All providers of child-related activities that take place on the school ground
- Every contractor, or employee of a contractor, who is working on site during normal opening hours.

All emergency/short term contractors (glazier, plumber etc) are to be booked (where possible) at times outside of school hours. If they are required to work within school hours, they will be supervised by a member of staff (usually caretaker or Maintenance).

All other volunteer and/or adult help must be under the direct supervision of the teacher.

If the school is using the services of a contractor to provide children's services (camp, swimming etc), a copy of that provider's Child Protection Policy will be requested as part of the Risk Assessment.

Further details regarding Police Vetting are found in Appendix 5.

## **H) Training of Staff**

1. All staff will receive child protection training at the level appropriate to their role. The Designated Person for Child Protection, and the Student Support Teacher, will undertake more intensive training. These persons will be accessible to staff to provide advice and support.

2. All staff will be given appropriate training covering basic awareness of child protection. This will include an overview of signs and indicators of abuse, and also the procedure for responding to actual or suspected abuse. This training will include:

- Roles and responsibility of staff regarding child protection

- Recognising and responding to the signs and indicators of actual or suspected abuse
  - Ensuring staff understand and can follow the Child Protection Policy and the procedures for reporting a concern
3. All staff will receive updated training every three years as a minimum.
  4. All new staff will receive child protection training as part of their induction.
  5. All new staff will be given a copy of this policy as part of the induction process.

## **I) Safe Working Practices**

1. A relationship between an adult and a child or young person cannot be a relationship between equals. There is a potential for exploitation and harm of vulnerable young people. Adults have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
2. Adults should always maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. Adults who work with children must therefore act in a way that is considered to be safe practice.
3. Communication between children and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phone, text messaging, emails, digital cameras, videos, web-cams, websites, social networking and blogs. Adults should not share any personal information with a child or young person. They should not request, or respond to, any personal information from the child or young person other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.
4. At Raumati Beach School, staff are encouraged to not 'friend' students on any social media while the student is enrolled within primary school education.
5. Any sexual activity between an adult and a child or young person will be regarded as a criminal offence and will always be a matter for disciplinary action.
6. When physical contact is made with a child this should be in response to their needs at the time, of limited duration and appropriate to their age, stage of development, gender, ethnicity and background. Adults should use their professional judgement at all times, observe and take note of the child's reaction or feelings and use a level of contact and/or form of communication which is acceptable to the child for the minimum amount of time necessary.
7. When it is necessary for a staff member to be alone with a student, they will do so in a public, and/or visible manner. Likewise, students who are working in pairs/small groups will do so in a visible space.
8. All staff are expected to behave in manners consistent with the New Zealand Education Council's 'Code of Professional Responsibility' and the 'Standards for the Teaching Profession'.

## **J) Dealing with allegations made against members of staff regarding inappropriate actions with children**

1. Raumati Beach School has a duty of care to the children it provides services to. A failure to report a significant concern about a child is a breach of that child's human rights.

2. Anyone who has reason to make a complaint will be made aware of Raumati Beach School's complaint process. There is potential that an issue raised as a complaint may also constitute an allegation of abuse. Any such complaint that raises a child protection issue will be referred directly to the Principal.
3. It must be remembered that making a disclosure or a complaint against someone in a position of power and authority is always difficult. The person making the disclosure may reconsider and express a wish to retract their allegation. At the outset it must be clearly communicated with the child or adult that their concern is being taken seriously and will be responded to in accordance with this policy.
4. Allegations, suspicions or complaints of abuse against staff, volunteers or representatives of other agencies must be taken seriously and reported to the Principal who will deal with them immediately, sensitively and expediently within the procedures outlined in this policy. Concerns may be raised a number of ways e.g.:
  - Directly by staff hearing or observing issues of concern or behaviour of concern
  - Direct disclosure by the child or young person
  - Indirect disclosure e.g. through written or art work or through friends
  - Complaint from a parent or caregiver or whanau member
  - Reports by other colleagues or agencies
  - As an anonymous report
5. If the allegation is against the Principal then this must be reported directly to the Chair of the Board of Trustees.
6. It is **NOT** the responsibility of staff to investigate allegations of child abuse. Allegations against staff will be discussed with the Board of Trustees where a decision will be made if a notification to Oranga Tamariki is appropriate.
7. In all child protection cases Raumati Beach School will cooperate fully with both Oranga Tamariki and the Police in their investigations and assessments.
8. If the Police decide to undertake a criminal investigation then the member of staff may be suspended, without prejudice, as a precautionary measure. It is important that no internal investigation is undertaken, and no evidence gathered that might prejudice the criminal investigation.
9. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is reasonable cause to suspect that abuse or inappropriate behaviour may have occurred. The allegation may represent poor practice by a member of staff which needs to be considered under internal disciplinary procedures.
10. A complaint or allegation against a member of staff may require a report to Education Council of Aotearoa New Zealand (EDUCANZ). Further information regarding the thresholds for reports to EDUCANZ is in the Appendix.
11. All staff have a responsibility to understand what constitutes appropriate behaviour in relation to children and young people. All staff have a responsibility to maintain appropriate standards of behaviour and to report lapses in these standards by others. Any concerns or reasonable suspicions of abuse should be reported to the Principal.
12. A person tendering his or her resignation, or ceasing to provide their services, will not prevent an allegation of abuse against a child being followed up in accordance with these procedures.



## Appendix 1: Types of Abuse

The Children, Young Persons and their Families Act, 1989, defines child abuse as "...the harming (whether physically, emotionally, sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person".

**Physical abuse** is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

**Emotional abuse** is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes the seeing or hearing the ill treatment of others.

**Sexual Abuse** involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion or basic needs.

**Family Violence** is physical, emotional, sexual and other abuse by someone (usually but not always a man) of a person (usually but not always a woman) with whom they have or have had some form of intimate relationship with, such as marriage or cohabitation, in order to maintain power and control over a person. It is important to be vigilant to any signs, particularly if children are being affected.

## **Appendix 2: Definitions of Abuse**

### **Emotional Abuse**

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes the seeing or hearing the ill treatment of others.

#### Physical Indicators:

- Bed wetting or bed soiling with no medical cause
- Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
- Non-organic failure to thrive
- Pale, emaciated
- Prolonged vomiting and/or diarrhoea
- Malnutrition
- Dressed differently to other children in the family

#### Behavioural Indicators:

- Severe developmental lags with obvious physical cause
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
- Running away from home, avoiding attending at school
- Nightmares, poor sleeping patterns
- Anti-social behaviours
- Lack of self esteem
- Obsessive behaviours
- Eating disorders

#### Caregiver Indicators:

- Labels the child as inferior or publicly humiliates the child (e.g. name calling)
- Treats the child differently from siblings or peers in ways that suggest dislike for the child
- Actively refuses to help the child
- Constantly threatens the child with physical harm or death
- Locks the child in a closet or room for extended periods of time
- Teaches or reinforces criminal behaviour
- Withholds physical and verbal affection
- Keeps the child at home in role of servant or surrogate parent
- Has unrealistic expectations of child
- involves child in adult issues such as separation or disputed over child's care
- Exposes child to witnessing situations of arguing and violence in the home

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack: of action, emotion or basic needs.

#### Physical Indicators:

- Dressed inappropriately for the season or the weather

- Often extremely dirty and unwashed
- Severe nappy rash or other persistent skin disorders
- Inadequately supervised or left unattended frequently or for long periods
- May be left in the care of an inappropriate adult
- Does not receive adequate medical or dental care
- Malnourished - this can be both underweight and overweight
- Lacks adequate shelter
- Non-organic failure to thrive

#### Behavioural Indicators:

- Severe developmental lags without an obvious physical cause
- Lack of attachment to parents/caregivers
- Indiscriminate attachment to other adults
- Poor school attendance and performance
- Demanding of affection and attention
- Engages in risk taking behaviour such as drug and alcohol abuse
- May steal food
- Poor social skills
- No understanding of basic hygiene

#### Caregiver Indicators:

- Puts own need ahead of child's
- Fails to provide child's basic needs
- Demonstrates little or no interest in child's life - does not attend school activities, social events
- Leaves the child alone or inappropriately supervised
- Drug and alcohol use
- Depressed

### **Physical Abuse**

Physical abuse is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

#### Physical Indicators (often unexplained or inconsistent with explanation given):

- Bruises, welts, cuts and abrasions
- Burns - small circular burns, immersion burns, rope burns etc
- Fractures and dislocations - skull, facial bones, spinal fractures etc
- Multiple fractures at different stages of healing
- Fractures in very young children

#### Behavioural Indicators:

- Inconsistent or vague explanations regarding injuries
- Wary of adults or a particular person
- Vacant stare or frozen watchfulness
- Cringing or flinching if touches unexpectedly
- May be extremely compliant and eager to please
- Dresses inappropriately to hide bruising or injuries
- Runs away from home or is afraid to go home
- May regress (e.g. bedwetting)
- May indicate general sadness

- Could have vision or hearing delay
- Is violent to other children or animals

#### Caregiver Indicators:

- Inconsistent or vague explanations regarding injuries
- May appear unconcerned about child's wellbeing
- May state the child is prone to injuries or lies about how they occur
- Delays in seeking medical attention
- May take the child to multiple medical appointments and seek medical treatment without an obvious need

### **Sexual Abuse**

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.

#### Physical Indicators:

- Unusual or excessive itching or pain in the genital or anal area
- Torn, stained or bloody underclothing
- Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
- Blood in urine or stools
- Sexually transmitted infections
- Pregnancy
- Urinary tract infections
- Discomfort in sitting or fidgeting as unable to sit comfortably

#### Behavioural Indicators:

- Age-inappropriate sexual play or language
- Bizarre, sophisticated or unusual sexual knowledge
- Refuses to go home, or to a specific person's home, for no apparent reason
- Fear of a certain person
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
- Overly compliant
- Extreme attention seeking behaviours or extreme inhibition
  - Dresses inappropriately to hide bruising or injuries
  - Eating disorders
  - Compulsive behaviours

#### Caregiver Indicators:

- May be unusually over-protective of the child
- Accuses the child of being sexually provocative
- Misuses alcohol or drugs
- Invades the child's privacy (e.g. during dressing, in the bathroom)
- May favour the victim over other children

### **Intimate Partner Violence or Family Violence**

Intimate Partner Violence includes threatening to harm people, pets or property, and causes family members to live in fear. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

While some men experience violence from partners and family members, women and children are the most likely victims of family violence.

Indicators in the Child:

- Physical injuries consistent with the indicators of Physical Abuse
- Absenteeism from school
- Bullying or aggressive behaviour
- Complaints of headaches or stomach aches with no apparent medical reason
- Talking or describing violent behaviours

Indicators in the Victim:

- Physical Injuries including: bruising to chest and abdomen, injuries during pregnancy
- Depression and/or anxiety
- Inconsistent explanations for injuries
- Fearful
- Submissive

Indicators in the Perpetrator:

- Isolates and controls partner and children
- Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
- Minimises and denies own behaviour, or blames victim for the perpetrators own behaviour

## Appendix 3: Responding to Child Abuse

### Guidelines for responding when a child tells of his or her abuse

It is important that you as the adult remain calm and confident when a child tells you what has been happening to him or her. Every child is different in how, when and where they will tell an adult about abusive experiences so it will most likely happen when you are least expecting it! Your facial expressions and your tone of voice are as important as what you actually say to the child.

Stay calm, listen, **reassure** the child and at times you may need to **clarify** what the child has said so that you can take the appropriate action. If a child sees that you are upset or not able to cope with what he or she is telling you, he or she may not continue to tell you what has been happening or take back (i.e. retract) the original statements they have made.

#### DO

- Listen, allow the child to tell as much as they want without interrupting (remember listening is not questioning)
- Respond reassuringly to the child
- If you do ask a question avoid asking leading questions, ask only open questions that seek clarification so that you can decide what action you need to take
- Most importantly “BELIEVE WHAT THEY SAY”
- Document what the child said and the responses that you made and any clarifying questions asked (word for word and remember to put the date, time, place and who was present)

#### DON'T

- Question in a way that introduces words, phrases, people's names or concepts
- Indicate that you disbelieve the child
- Try to correct, confront, change, challenge or influence what they say
- Respond by saying “You should have told me sooner” or “Why did you let him/her do that?”

### Disclosures that indicate an abusive experience

Those working with children know not to “question the child” if a disclosure of abuse is made. This is correct - questions should not be asked if the child makes what could be considered a “clear disclosure” of abuse e.g. “Mum punched me in the head and made my nose bleed”, or “Uncle got into my bed and put his hand in my bum”.

These types of disclosures require:

- (1) a reassuring response by an adult and
- (2) the adult to take immediate action by contacting Oranga Tamariki and/or Police.

## Appendix 4: Education Council of Aotearoa New Zealand

The criterion for reporting serious misconduct is that an employer suspects on reasonable grounds that a teacher has engaged in any of the following:

- the physical abuse of a child or young person (which includes physical abuse carried out under the direction, or with the connivance, of the teacher)
- the sexual abuse of a child or young person (which includes sexual abuse carried out under the direction, or with the connivance, of the teacher)
- the psychological abuse of a child or young person, which may include (but is not limited to) physical abuse of another person, or damage to property, inflicted in front of a child or young person, threats of physical or sexual abuse, and harassment
- being involved in an inappropriate relationship with any person under the age of 16 years
- being involved in an inappropriate relationship with a student with whom the teacher is, or was when the relationship commenced, in contact with as a result of his or her position as a teacher
- the neglect or ill-treatment of any child or young person in the teacher's care
- the neglect or ill-treatment of any animal in the teacher's care
- theft, or fraud
- involvement in the manufacture, cultivation, supply, dealing, or use of controlled drugs
- permitting, or acquiescing in, the manufacture, cultivation, supply, dealing, or use of controlled drugs by any child or young person
- viewing, accessing, or possessing pornographic material while on school premises or engaged on school business
- viewing, accessing, or possessing pornographic material that depicts children or young persons or that depicts animals engaged in sexual acts with humans
- breaching the school's standards or rules concerning the use of alcohol at the school or while on school business
- any other act or omission that could be the subject of a prosecution for an offence punishable by imprisonment for a term of 3 months or more
- any act or omission that brings, or is likely to bring, discredit to the profession.

Physical, sexual, or psychological abuse is reportable whether it occurs as:

- a single act; or
- a number of acts forming part of a pattern of behaviour, even if some or all of those acts, viewed in isolation, would be minor or trivial.

## **Appendix 5: Police Vetting Procedure**

*The Police Vetting of the following groups is coordinated by the school's Bursar:*

- *All members of the school's Board of Trustees and Parent Teacher Committee.*
- *All teaching Staff (This is done by Educanz)*
- *All non-teaching staff*
- *Parent helpers for camp (if staying overnight and/or non-supervised group leaders)*
- *Coaches for teams (if working unsupervised by staff)*

*The following groups are expected to provide evidence of Police Vetting within the last 3 years:*

- *All itinerant teaching staff: music, drama, sport, special needs support*
- *All providers of child-related activities that take place on the school ground*
- *Every contractor, or employee of a contractor, who is working on site during normal opening hours who have access to student areas.*

*All emergency/short term contractors (glazier, plumber etc) are to be booked (where possible) at times outside of school hours. If they are required to work within school hours, they will be supervised by a member of staff (usually Maintenance Manager).*

*All other volunteer and/or adult help must be under the direct supervision of the teacher.*

*If the school is using the services of a contractor to provide children's services (camp, swimming etc), a copy of that provider's Child Protection Policy will be requested as part of the Risk Assessment.*

### **The Bursar is the Designated Person responsible for:**

- Organising the signing of forms
- Receiving the completed vet & passing onto the Principal for approval
- Keeping records of completed Police Vets
- Ensuring police vet forms are filed safely.
- Ensures that support staff are police vetted by the school before they can be appointed. They must then be police vetted every three years.
- The Bursar has the authority to delegate this task to their assistant, but will remain responsible for ensuring that the correct processes are followed.

### **The Principal will:**

- Be responsible for viewing checks carried out by contractors working on site. (This is intended for long term contracts such as building work)
- Will ensure that strict confidentiality is observed (s78 CB (3)). The only staff member who will read the police vet is the Bursar (the "requestor") & the Principal.
- Will ensure that the subject of the police vet receives a copy of his/her police vetting if required and asks the subject to validate the information in the vet if there is anything incorrect or adverse. The subject must be given a reasonable opportunity to validate the information before the Principal can take adverse action.

## EDUCATION COUNCIL – CORE WORKERS

- Vets teachers every three years when they seek renewal of their teaching registration. The cost is contained in the registration fee.
- Issues Limited Authority to Teacher (LAT) employees are treated the same as teachers. The cost is contained in the registration fee.

## SUPPORT STAFF – CORE WORKERS

- Information on support staff positions that is sent to candidates will include information about the requirements of Police Vetting.
- When the provisional decision has been made to employ a person they will be asked to complete the details found on the Police Vetting form.
- The support staff member will be requested to provide their driver's licence or passport in order to confirm their identity and complete Police Vetting process.
- The school will complete all details and will then submit the form.
- ONLY the "requestor" – the Bursar / Principal will open the returned information.
- If the vetting is satisfactory the Principal will complete the appointments procedure.
- If the vetting indicates an issue of concern, the Principal will give a copy of the police vet to the applicant who will be asked to validate the information (within a 2 week period).
- If the applicant cannot satisfactorily disprove the police vet, the principal will inform the candidate that he/she cannot be appointed.

## CONTRACTORS – NON CORE WORKERS

- Contractors will be informed that they, and any employee who will be working at the school during school hours and **have unsupervised access to children**, will be required to be police vetted and that any potential cost shall be paid by the Contractor.
- The Contractor will be responsible for ensuring that all employees comply with this requirement.
- Contractors and or their employees who refuse to complete this vetting process will not be given access to the school site during school hours or will not be used at all, at the Principal's discretion.
- In the case of individual contractors employed directly by the school on a regular basis will follow the support staff vetting procedures. (eg ICT Technician)
- The individual contractor will be requested to provide their driver's licence or passport in order to confirm their identity and complete Police Vetting process.
- ONLY the requestor – the Bursar / Principal– will have access to the returned information.
- If the vetting indicates an issue of concern, the Principal will give a copy of the police vet directly to the applicant who will be asked to validate the information (within a 2 week period).
- If that person cannot satisfactorily explain the outcome of the police vetting then the Principal will then inform that person, and the Contractor, that he/she cannot work at the school. No details will be given to the Contractor.

## VOLUNTEERS – NON CORE WORKERS

- Volunteers will be vetted if they are in a situation that requires them to be left alone with children for more than thirty minutes – a period of "vulnerability" or a "window of opportunity". Volunteers will be vetted by the school.
- Parents who are staying overnight on school trips or camps will also be police vetted by the school. Police vets must be initiated at least six weeks before the trip or camp.

- From time to time, parents will be informed of Police Vetting requirements so that they understand both the rationale and procedures to be followed.
- The parent will be requested to provide their driver's licence or passport in order to confirm their identity and complete Police Vetting process.
- ONLY the requestor – the Principal – will open the returned information. If the vetting is satisfactory the Principal will inform the teacher organising the trip/camp and the parent.
- If the vetting is not satisfactory the Principal will inform the parent and discuss that person's options: either to provide proof that the information is wrong or to withdraw from the trip or camp. At this stage the teacher in charge of the trip or camp will not be informed. If the parent opts to prove the information is wrong then 2 weeks will be allowed for this.
- If the parent satisfies the Principal that the information is incorrect, and the original vetting report is amended, the parent will be informed that they can continue with the trip/camp. The teacher in charge of the camp will then be informed of the outcome. If the parent cannot disprove the original vetting report then the teacher in charge of trip or camp will then be informed.

### **EVALUATION OF A NEGATIVE POLICE VET**

If the vet reveals criminal offences or concerns that need to be given consideration, the following factors are to be considered:

- How serious was the offence?
- How long ago was the offending?
- Has a sentence been served, or is there Periodic Detention/Community Service still being served?
- Was it a one-off offence, or is there a pattern of offending?
- What is the employee's/contractor's role in the school, and how does the type of offence relate to it?
- The concerns raised by a 'Red Stamp' (A Red Stamp indicates police have concerns about the person working with children).

Relevant Offences: Individuals will be disqualified from holding positions that require direct contact with children if their criminal records include any of the following:

- Past history of sexual abuse of children
- Conviction for any crime in which children were involved
- History of any violence or sexually exploitative behaviour

Other Factors that need to be considered by the Principal/Board when evaluating criminal history records are:

- The circumstances surrounding the conduct in question.
- The age of an individual at the time of the offence.
- Societal conditions that may have contributed to the nature of the conduct.
- The probability that an individual will continue the type of behaviour in question.
- The individual's commitment to rehabilitation and to changing the behaviour in question.

### **REQUIREMENTS FOR SAFETY CHECKS**

For all police vetting procedures for core and noncore workers verification of identity is required. This is to be in the form of a current New Zealand Drivers licence or current passport.

### **RIGHTS/PRIVACY**

Applicants have the right to be treated fairly and to have their privacy respected. The information contained in a police vet is confidential, and privacy must be safeguarded at all times.

### **POLICE VETTING**

The school will keep a copy of all police vets that have been requested on file. These checks will be sighted and signed off by the Principal.