



CHILD PROTECTION & WELFARE POLICY

NATIONAL ADMINISTRATION GUIDELINE 5: HEALTH & SAFETY

Review Date: December 2016

1. Rationale:

- To outline the board's commitment to child protection and to acknowledge the role and responsibility of all of Ngatea Primary School staff to protect our students from child abuse.
 - To specify the process for suspected or disclosed child abuse.
 - We are committed to the prevention of child abuse and neglect and to the protection of all children.
2. In line with Section 15 of the Children, Young Person and Their Families Act, any person in our school who believes that any child or young person has been, or is likely to be harmed whether physically, emotionally or sexually ill-treated, abused, neglected or deprived must follow school procedures and may also report the matter to a social worker or the police.
3. All staff members are expected to be familiar with this policy, its procedures and protocols and abide by them.
4. The ultimate accountability sits with the board. The board delegates responsibility to the principal to ensure that all safety procedures are implemented and available to all staff, volunteers, parents, whanau and contractors. The principal must:
- Develop appropriate procedures and protocols to meet child safety requirements.
 - Comply with relevant legislative requirements.
 - Make this policy available on the school's website or on request.
 - Ensure the interests and protection of students are paramount.
 - Acknowledge the right of family/whanau to participate in decision making about their children.
 - Ensure staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by students and allegations against staff members.
 - Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented.
 - Promote a culture where staff feel confident they can constructively challenge poor behaviour or practice or raise issues of concern without fear of reprisal.
 - Consult, discuss and share information in line with our commitment to confidentiality and information sharing protocols in a timely way regarding any concerns about an individual student with the board chair or delegate.
 - Seek advice as necessary from NZSTA Industrial Advisers on employment matters and other relevant agencies where student safety issues arise.
 - Make available professional development, resources and/or advice to ensure staff can perform their duties under this policy.
 - Ensure all staff are given a copy of this policy as part of the initial staff induction programme.

Safe Recruitment of Staff Procedures.

1. The Deputy Principal is charged with responsibility for safety checking of all casual staff prior to appointment into a casual position as a relief teacher or relief teacher assistant.
2. The Executive Officer will be responsible for the three yearly checking of police vetting for all staff who are not registered teachers.
3. The Senior Management Team will be responsible for the safety procedures listed below for all long term fixed appointments and permanent positions. Safety checks must include:
 - Confirmation of identity: a primary identification document to establish that the claimed identity exists, a second form of official identification that shows identity is used in the community, photographic identification verified in person.
 - Confirmation of address by the provision of personally addressed official documents.
 - Confirmation of qualifications: transcript and proof of education achievement and professional registration checks. Certified copies are acceptable.
 - New Zealand Police vetting.
 - Good character assessment: Interviews, information from referees, information from relevant professional organisations or registration bodies.

- Risk assessment process.
- Safety checks are to be updated every three years.

Guidelines are set to protect students against

- A. [Abuse](#)
- B. [Sexual Harassment](#)
- C. [Prevention, recognition & management of young people at risk of suicide](#)
- D. [Interviews with outside agencies](#)
- E. [Contact with non-custodial parents](#)
- F. [Principles of working with traumatized children](#)
- G. [Bullying](#)
- H. [Extra-Territoriality](#)
- I. [Allegation or concerns about staff \(Including Volunteers\)](#)
- J. [Allegation or concerns made against staff \(Including Volunteers\)](#)
- K. [Prevention of possible abuse or neglect](#)
- L. [Symptoms of possible abuse/neglect](#)
- M. [Flow Charts](#)

GUIDELINES:

A. ABUSE

1. In cases of suspected or alleged child abuse, Ngatea Primary School follows procedures detailed in *Breaking the Cycle: Interagency Protocols for Child Abuse Management* as provided by the New Zealand Children and Young Persons Service 1996
2. Through curriculum delivery the school provides programmes to develop skills in children that may assist them in identifying and protecting themselves from abusive situations.
3. Staff will be receptive and sensitive to children who approach them with any concerns that they may have for their well being. The child should feel listened to and believed but little or no comment will be made to the child.
4. The school will ensure staff is aware of the indicators of abuse and the procedures to report. (CYF Guidelines and Procedures)
5. The school will bring to the attention of parents the need to keep their children aware of the potential dangers to which they may be exposed to through Community Consultation in the form of newsletters etc.
6. If a staff member is implicated as being responsible for the abuse, contact with the B.O.T. Chairperson will be made immediately. The Board shall insure that the interests of the staff member and those of the child are met.
7. Any staff member has the right to report suspicion of abuse to CYF or the Police. The principal must be informed before any action takes place.
8. Any reports of suspected child abuse are protected from any civil or disciplinary action by section 16 of the Children, Young Persons and their Families Act. The school is obliged by the Act to report any reasonable suspicion of child abuse, be it physical, emotional, sexual or neglect.
9. Under the law only CYF and/or the police have the statutory authority to investigate allegations of abuse.
10. Consent of school management is required before a child can be interviewed at the school. On occasion it may not be possible or appropriate to obtain parental consent before a child is interviewed by CYF or the Police.
11. Where a child is interviewed at school the normal procedure is for the Principal or Senior Staff Member to be present. They should be briefed by the social worker or police officer prior to the interview regarding the level of support to provide.
12. Where information is needed to determine whether a child or young person is in need of care or protection, the law requires schools to provide information, on request, to the police, CYF social workers and care and protection coordinators.
13. Where parents or others involved in a complaint use the *Privacy Act 1993* to request information provided by the child to the school, the school must give due consideration to the safety of the child if the information is disclosed. The request can be refused if the school believes that in providing that information the child may be put at risk.
14. Where a third party approaches the school with concerns about a child, they should be directed to CYF or the police. Once CYF is involved with a child the responsibility for the welfare of that child lies with CYF.

B. SEXUAL HARASSMENT

1. **Sexual harassment** occurs:
 - a. Where a person in authority tries to use that position to take sexual advantage of a person with implied or overt promises of future preferential treatment
 - b. Where students are subjected to offensive physical and/or verbal behaviour by other students
 - c. In sex-related jokes or abuse
 - d. In unwanted, deliberate physical contact
2. In offensive gestures, remarks, visual or written material
3. In the event of a complaint of sexual harassment against a student by another student the school should follow the following procedures:
4. The complaint is immediately investigated. Investigations may take place over a period of time depending on the complexity and depth of the complaint.
5. It must be made clear that the offending behaviour is to cease immediately. Withdrawal of student/s from the class for a short period of time may be considered necessary
6. The implicated student/s will be spoken with and their parents informed as soon as possible
7. Meetings with parents and their child will be requested
8. Issues are to be discussed and a set of actions/consequences shall be agreed upon
9. In the event of a complaint involving a staff member:
 - a. Procedures will have due consideration to any relevant employment contract
 - b. Where the principal is the alleged offender the matter will be referred directly to the Board of Trustees
 - c. In the event of matters being unresolved then the school's complaints policy will be invoked
10. Further appropriate support shall be put in place for both the complainants and the offenders
11. Confidentiality will be maintained by all those involved

C. PREVENTION, RECOGNITION & MANAGEMENT OF YOUNG PEOPLE AT RISK OF SUICIDE

The prevention, recognition and management of young people at risk of suicide necessitate the following processes:

1. **Prevention**
Ngatea Primary School will implement health programmes which promote a safe, healthy environment. A "Crisis Plan" is developed to manage any traumatic incident within the school community.
2. **Recognition**
It is acknowledged that all staff have the responsibility to be able to identify young people, especially those at risk of attempting suicide. Written material about recognition of those at risk will be available, including recognition and prevention and included in staff procedures manual.
3. **Intervention**
Students considered at risk will be referred by staff, guidance team, students and parents, to the school counselor who will assess the situation and begin the process to put in place the appropriate level of assistance and support, and when necessary refer to outside professional services. The counselor will inform the Principal if risk levels are considered medium to high, and parents/ caregivers will be informed of the considered risk and an action plan begun.
4. **Management**
An individual management plan detailing immediate intervention to ensure the safety of the individual will be put in place in consultation with other professionals and family members, and will monitor or refer to appropriate services. This will ensure follow up.
5. **Evaluation**
Ngatea Primary School will, each year, evaluate the procedures and competence of staff to identify and appropriately refer students who are at risk of attempting suicide. Ngatea Primary School will have a competent person available to assess and counsel students, and is resourced to provide these services. Ngatea Primary School will ensure the Counselor has available regular clinical supervision and support membership of NZAC.

Plans for prevention, recognition and management of young people at risk of suicide are set out in the Ministry of Education/Nations Health Committee booklet "Young People at Risk of Suicide :Development guidelines for Schools" Ngatea Primary School recognises the expertise offered in this document, and will use the

recommendations offered as the basis for implementation of the above.

D. INTERVIEWS CONDUCTED AT SCHOOL BETWEEN STUDENTS AND OUTSIDE AGENCIES

1. The custodial parent has given permission for the interview and is aware of its purpose, unless it is a child protection case in which Children and Young Persons Service or the Police are conducting the interview and do not require the custodial parents permission.
2. The school is informed about the purpose of the interview.
3. The classroom teacher, one senior management staff member **or** the Principal shall be present. Under certain circumstances two staff members may be required.
4. The time arranged is suitable for the school and a limit set for the length of the interview.
5. The interviewer/s report to the Principal first.
6. The interview will be conducted in a place that is private and causes minimal concern for the child.
7. The teachers have the right to keep notes that will be signed, dated and retained in the school records by teacher and interviewer.
8. The teachers have the right to discontinue the interview if the child/ren become overly distressed or the interviewer asks questions not related to the agreed purpose of the interview.
9. The school may require reimbursement for the purposes of employing a relief teacher if this is required.
10. Confidentiality of all procedures and reports will be kept by all persons concerned (Privacy Act 1992)

E. CONTACT WITH NON-CUSTODIAL PARENTS

1. On enrolment information is sought of both parents (custodial and non-custodial, if available): Names, addresses, telephone contact numbers.
2. If there is a court order in place against the non-custodial parent, then:
 - a. A copy should be handed in at the office to be placed on the student's personal file
 - b. All staff will be advised as well relieving teachers.
 - c. The custodial parent will be contacted if the non-custodial parent is on the school grounds. If DCYF is involved with any of the cases, then the school will contact DCYF directly.
 - d. The child/ren involved will be kept under staff supervision in an area away from the non-custodial parent until the visitation issues have been resolved with the custodial parent or DCYF.
 - e. The school will make a judgment call whether a student will be allowed to go home on the school bus. It will depend on the time when the parent came to school and the "mood/intention" of the non-custodial parent.
3. The school will endeavour to ensure the guidelines as set out in the court orders, but also recognises that staff may not be able to recognise the parent.
4. A written report of the incident will be kept on file.

F. PRINCIPLES OF WORKING WITH TRAUMATIZED CHILDREN

Traumatic Experiences and Children: Children Trauma Programmes

1. **Do not be afraid to talk about the traumatic event** – Children do not benefit from 'not thinking about it'. If a child senses that his/her caretakers are upset about the event, they will not bring it up. In the long run, this only makes the child's recovery more difficult. Don't bring it up on your own, but when the child brings it up, don't avoid discussion, listen to the child, answer questions, provide comfort and support. We often have not good verbal explanations, but listening and not avoiding or over-reacting to the subject and then comforting the child will have a critical and long-lasting positive effect.
2. **Provide a consistent, predictable pattern for the day** – Make sure the child knows the pattern. When the day includes new or different activities, tell the child beforehand and explain why this day's pattern is different. Don't underestimate how important it is for children to know that their caretakers are 'in control'. It is frightening for traumatized children (who are sensitive to control) to sense that the people caring for them, themselves, disorganised, confused and anxious. There is not expectation of perfection, however, when caretakers are overwhelmed, irritable or anxious; simply help the child understand why, and that these reactions are normal and will pass.
3. **Be nurturing, comforting, and affectionate, but be sure that this is in an appropriate 'context'** – For children traumatized by physical or sexual abuse, intimacy is often associated with confusion, pain, fear and abandonment. Providing 'hugs', kisses and other physical comfort to younger children are very important. A

good working principle for this is to provide this for the child when he/she seeks it. When the child walks over and touches, return in kind. The child will want to be held or rocked- go ahead. On the other hand, try not to interrupt the child's play or other free activities by grabbing them and holding them.

4. **Do not tell or command them to 'give me a kiss' or 'give me a hug'**. Abused children often take command very seriously. It reinforces a very malignant association linking intimacy/physical comfort with power (which is inherent in a caretaking adult's command to 'hug me').
5. **Discuss your expectations for behaviour and your style of 'discipline' with the child** – Make sure that there are clear 'rules' and consequences for breaking the rules. Make sure that both you and the child understand beforehand the specific consequences for complaint and non-compliant behaviours. Be consistent when applying consequences. Use flexibility in consequences. Use flexibility in consequences to illustrate reason and understanding. Utilize positive reinforcement and rewards. Avoid physical discipline.
6. **Talk with the child** – Give them age appropriate information. The more the child knows about who, what, where, why and how the adult world works, the easier it is to 'make sense' of it. Unpredictability and the unknown are two things which will make a traumatized child more anxious, fearful, and therefore, more symptomatic. They will be more active, impulsive, anxious, aggressive and have more sleep and mood problems. Without factual information, children (and adults) 'speculate' and fill in the empty spaces to make a complete story or explanation. In most cases, the child's fears and fantasies are much more frightening and disturbing than the truth. Tell the child the truth – even when it is emotionally difficult. If you don't know the answer yourself, tell the child. Honesty and openness will help the child develop trust.
7. **Watch closely for signs of re-enactment** (e.g. in play, drawing, behaviours), **avoidance** (e.g. being withdrawn, daydreaming, avoiding other children) **and physiological hyper-reactivity** (e.g. anxiety, sleep problems, behavioural impulsivity) - All traumatized children exhibit some combination of these symptoms in the acute post-traumatic period. Many exhibit these symptoms for years after the traumatic event. When you see these symptoms, it is likely that the child has had some reminder of the event, either through thoughts or experiences. Try to comfort and be tolerant of the child's emotional and behavioural problems. These symptoms will wax and wane – sometimes for no apparent reason. The best thing you can do is to keep some record of the behaviours and emotions you observe (keep a diary) and try to observe patterns in the behaviour.
8. **Protect the child** – Do not hesitate to cut short or stop activities which are upsetting or re-traumatizing for the child. If you observe increased symptoms in a child that occur in a certain situation or following exposure to certain movies, activities and so forth, avoid these activities. Try to reconstruct or limit activities that cause escalation of symptoms in the traumatized child.
9. **Give the child 'choices' and some sense of control** – When a child, particularly a traumatized child, feels that they do not have control of a situation, they will predictably get more symptomatic. If a child is given some choice or some element of control in an activity or in an interaction with an adult, they will feel safer, comfortable and will be able to feel, think and act in a more 'mature' fashion. When a child is having difficulty with compliance, frame the 'consequence' as a choice for them – "You have a choice – you can choose to do what I have asked or you can choose thence, which you know is ..." Again, this simple framing of the interaction with the child gives them some sense of control and can help defuse situations where the child feels out of control and therefore, anxious.
10. **If you have questions, ask for help** – These brief guidelines can only give you a broad framework for working with a traumatized child. Knowledge is power; more informed you are, the more you understand the child, the better you can provide them with the support, nurturing and guidance they need.

G. BULLYING

Bullying is any intimidating physical, emotional or verbal interaction at school that is not welcome, on going and intentional. The victim may experience an imbalance of power or hurt. Such behaviour:

1. Tends to repeat over time
2. Can be directed at particular students because of characteristics that set them apart such as
 - a. Racist bullying

- b. Bullying of students with special needs
 - c. Homophobic bullying (perceived/actual sexual orientation)
 - d. Sexual harassment (unwelcome sexual attention that makes the recipient feel uncomfortable)
 - e. Transgender bullying
3. Can be physical
 4. Can be verbal, including text bullying can be non-verbal, including rude gestures and manipulation to exclude or isolate a person.

The school will address bullying through a range of strategies:

1. Staff address the concerns of students immediately and as appropriate
2. If deemed serious, the school will
 - a. Involve the Principal and/or Deputy Principal
 - b. Gather & record statements from all parties involved, including witnesses
 - c. School may request access to evidence, i.e. notes, mobile phones or entry to website or other technologies
 - d. School will keep a register of incidents on data base
 - e. School to inform parents, or set a meeting, as appropriate (victims & perpetrators)
3. Provide anti-bullying programmes that address coping strategies and the needs of all those involved, as well as consequences where appropriate.
4. The e-Learning facilitator provides on-going appropriate education to all users of ICT, including staff, students & parents etc.
5. Consequences: Implement the School's Behaviour Management System.

H. GUIDELINES FOR EXTRA-TERRITORIALITY

Purpose:

To clarify the school's and student's responsibility outside of normal school hours and beyond the school grounds.

1. For the purposes of these guidelines, a student is any person enrolled at NPS who is perceived to be a student of NPS either through the wearing of school uniform or other.
2. All students are expected to adhere to the NPS I CARE both within school and in the wider community.
3. These guidelines apply to any student whose actions impact negatively on the school's reputation or on relationships within the school community.
4. Should there be a breach of the NPS I CARE, students will be subject to the normal disciplinary procedures.

I. ALLEGATIONS OR CONCERNS ABOUT STAFF (Including Volunteers)

1. There is a process to follow when an allegation of child abuse is made in relation to a staff member. See "When an allegation of abuse is made against a staff member" flowchart below.
2. If there is a need to pursue an allegation as an employer, the Principal or delegated person will consult with Child, Youth and Family or the Police before advising the person concerned and informing them that they have a right to seek legal advice. The Principal will provide the staff member with an opportunity to respond.
3. The staff member should be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations.
4. The school commits to not using settlement agreements where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerns the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

SEE FLOWCHART ON PAGE 9

J. ALLEGATIONS MADE AGAINST A STAFF MEMBER (Including Volunteers)

Where it is suspected that child abuse has been carried out by a staff member (paid, unpaid or in any school-related role), the matter must be reported promptly to the Principal.

Under no circumstances should the student making the allegation be exposed to unnecessary risk. This may require the school to consider removing the staff member from the school environment subject to the requirements of the

applicable employment contract. All actions will be undertaken with appropriate care to maintain confidentiality.

SEE FLOWCHART ON PAGE 10

K. PREVENTION OF POSSIBLE ABUSE OR NEGLECT

The school is committed to ensuring that all staff can identify the signs and symptoms of potential abuse and neglect and know how to respond.

The school will provide training, resources and/or advice to enable all staff to carry out their roles in terms of this policy. Core and non-core workers will attend training, refresher training and regular updates which will ensure that they have the competence to identify and manage actual or potential abuse or neglect and empower them to keep our students safe.

This training will ensure that staff:

1. Are conversant with the school's Child Protection Policy.
2. Understand child abuse and neglect and the indicators of child abuse and neglect.
3. Understand the standard of adult behaviour expected of adults in relation to children.
4. Understand how to minimise the risk of child abuse.
5. Understand their need to seek advice when child abuse or neglect is suspected
6. Understand the school's process once child abuse or neglect is identified or suspected.
6. Understand their legal obligations and responsibilities with regard to this process.
7. Understand that the school supports the roles of the New Zealand Police and Child Youth and Family in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.
8. Understand the statutory referral processes and agency management of identified or suspected child abuse or neglect

Process for security or storage of information

Records should be kept separate from the usual system of student records and access to the records should be restricted. They should be held for at least ten years.

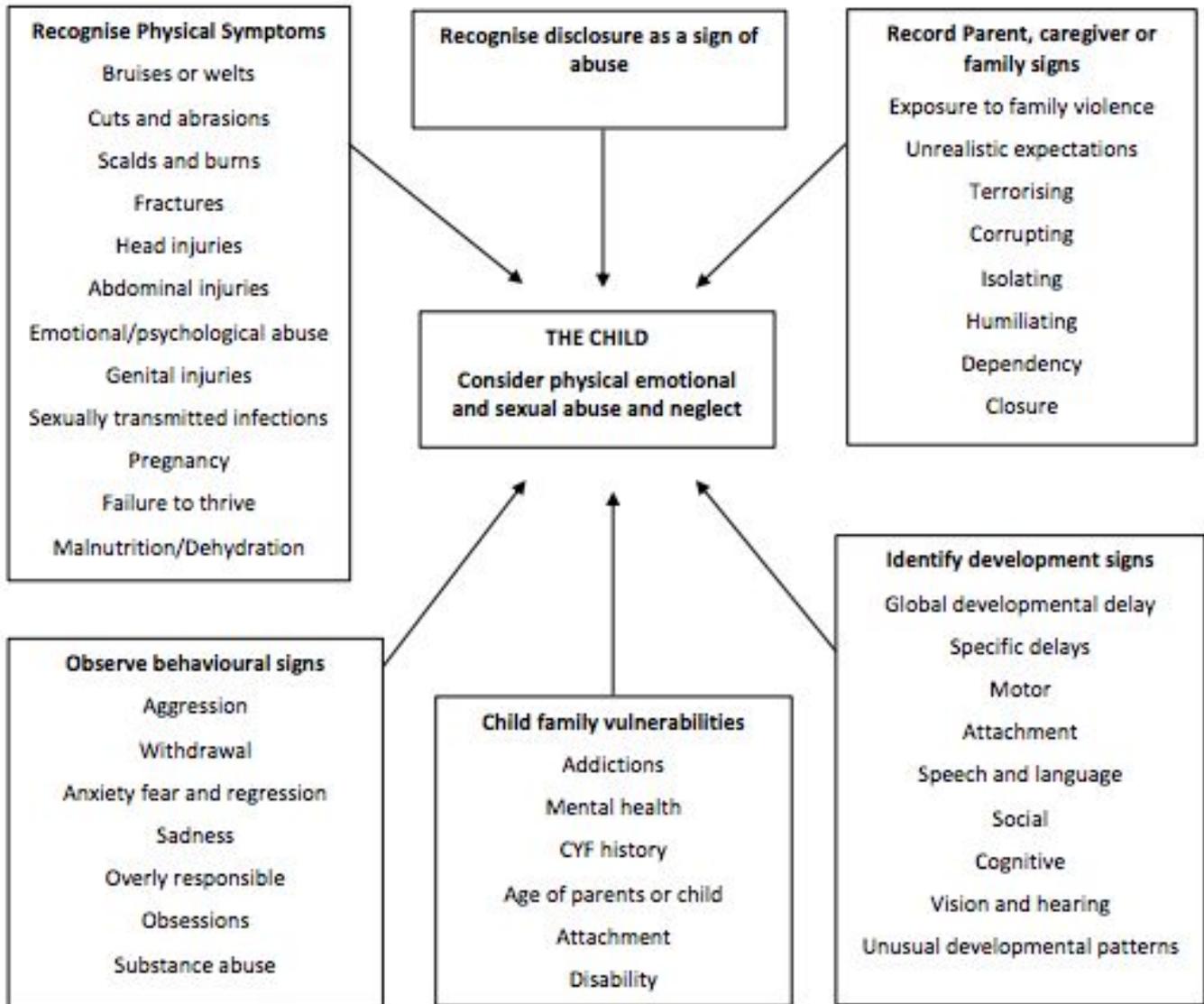
Supporting Procedures

- Appointment (recruitment) process
- All NAG 5 policies (Health and Safety)

Supporting Documents

- Safer Organisations Safer Children – Guidelines for child protection policies to build safer organisations
- Vulnerable Children Act 2014
- Health and Safety Reform Bill
- Children, Young Persons and Their Families Act 1989
- "Working together to keep children and young people safe" is a resource for helping people recognise when families are vulnerable and how they can help, through to spotting the signs of abuse, who to talk to, how to report their concerns, and what happens when a report of concern comes through to Child, Youth and Family. <http://www.cyf.govt.nz/working-with-others/working-together-to-keep-children-and-youngpeople-safe.html> (Click "Working together to keep children and young people safe")
- The various indicators of different types of abuse that can be found here: <http://www.childmatters.org.nz/56/learn-about-childabuse/recognise-the-signs>

SYMPTOMS OF ABUSE/NEGLECT



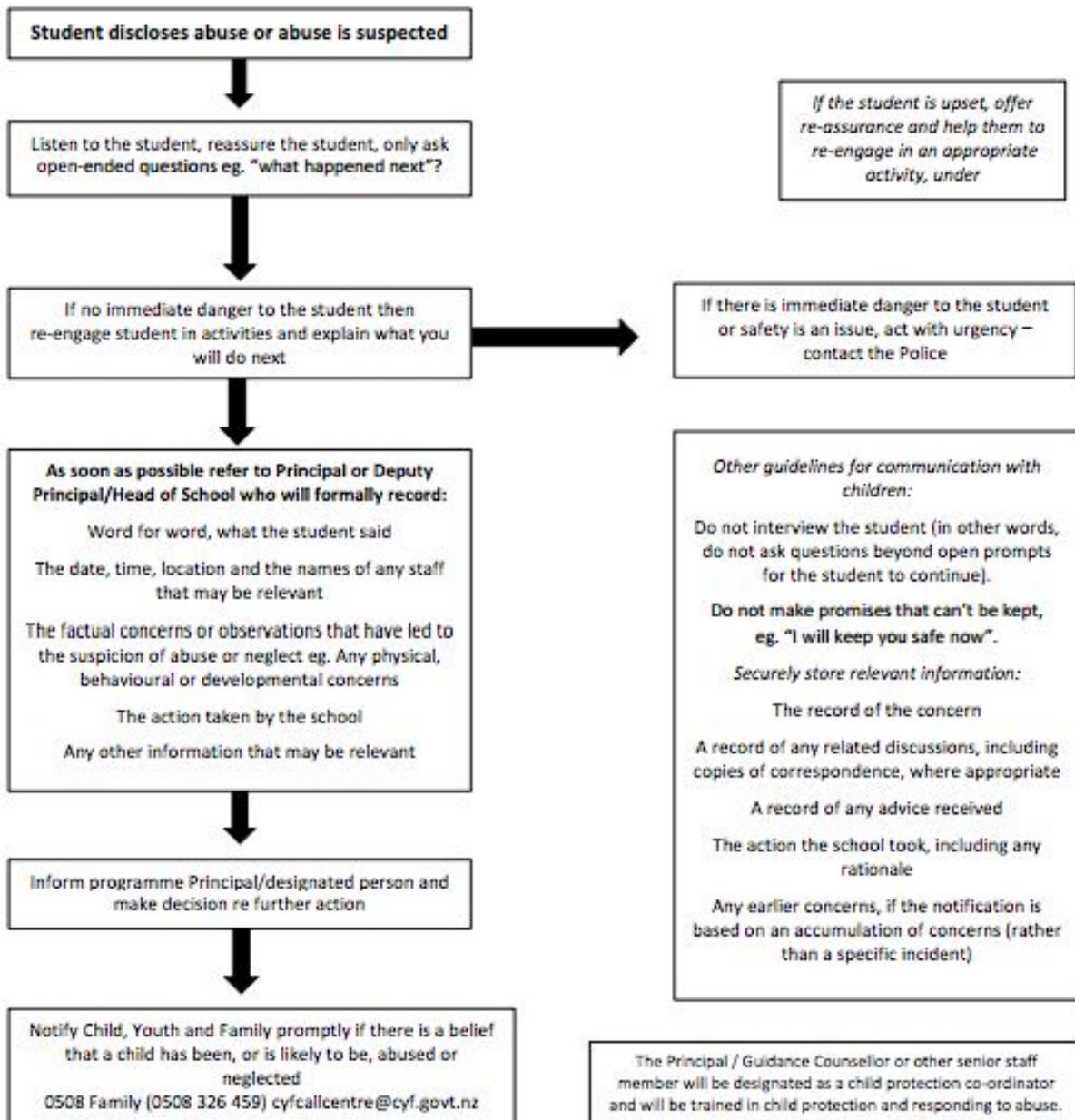
Reference:

CHILD, YOUTH and FAMILY

www.practicecentre.cyf.govt.nz

FLOWCHART: ALLEGATIONS OR CONCERNS ABOUT STAFF (Including Volunteers)

Child Abuse Reporting Process Flowcharts



FLOWCHART: ALLEGATIONS MADE AGAINST A STAFF MEMBER (Including Volunteers)

