



Te Kauwhata Primary School

'Learning Together' - 'Kia Ngatahi te Ako'

Child Protection Policy

Vulnerable Children's Act 2014
NAG 5: Health and Safety

Purpose:

- To recognise signs of possible emotional and physical abuse and to take the necessary actions by following the guidelines and procedures.
- To ensure the Staff are trained in identifying abuse and/or neglect and are able to respond appropriately.
- For the purpose of these procedures abuse can mean sexual, physical and psychological abuse.

Policy Scope:

- This policy applies to all staff and should be used wherever abuse or neglect is suspected or identified.

Reduction

- Early prevention and detection provide the key to ending the destructive consequences of child abuse.

Readiness:

- Teachers should be familiar with the indicators of abuse. A partial list follows, but where abuse is suspected teachers are advised, in the first instance, to consult with the Principal to discuss further. In the Principal's absence they should speak with the Deputy Principal.
- Although we may find lists of indicators helpful, it should be remembered that many indicators could also be signs of other conditions.

Guidelines:

- Where the school suspects a child being a victim of abuse it is the Principal who has the responsibility to help that child get assistance from Police and Support Agencies.
- If a teacher has reason to believe that abuse is occurring they should report this to the Principal. The Principal should then review the collected data and decide what further action should be taken.
- When a student discloses instances of abuse, or we notice indications of abuse, this should be recorded immediately, verbatim of what the child has said and/or specific of what has been noticed. It should be remembered that these records may later be used in court, and could be requested by parents. The record should be factual, not speculative, with dates and times included.
- The Principal should document the action taken by the school. Such records should include the teacher's initial records and should be in a format consistent with general recordkeeping principles. Access should be restricted to the Principal, the parents/caregivers, if appropriate the class teacher and any support agencies called in.
- The best interests of the child must be paramount. A support person should be appointed to support the child through the reporting process. Sharing of information should be restricted to those who are directly responsible to ensure the safety and well-being of the

child. This would normally be the class teacher, the Principal, the parents/ caregivers, and if appropriate any support agency called in.

- When talking to students, who have disclosed instances of abuse, the person concerned should bear in mind that it is important to believe what the student is saying. Students need reassurance that the abuse is not their fault. Often students ask teachers to keep the information secret. This is usually a way of shifting the burden of disclosure. It is important to be honest and say we cannot keep such a secret. We can reassure them everything will be done to try and help. The student should be allowed to tell only as much as they want, embarrassing or unpleasant details should not be sought.
- Do not formally interview the child or young person. Obtain only necessary relevant facts if and when clarification is needed.
- After making sure the referral has gone to Child Youth and Family (service) or the Police, provide appropriate pastoral support for any staff involved if needed.

Follow-up after a report is made

- Review of all procedures.

Refer to Appendix A: Flow-chart ~ Responding to a disclosure or suspected abuse

Note:

- In pursuance to Section 15 of the Children, Young Persons and Their Families Act 1989, (now Oranga Tamariki Act), no civil, criminal or disciplinary proceeding shall lie against any person in respect of the disclosure or supply or the manner or the disclosure or supply, of information concerning a child or young person, unless the information was disclosed or supplied in bad faith.
- It is not the school's role to prove or disprove whether abuse is occurring, or the guilt or innocence of any individual. The Principal should merely report the school's suspicions to Oranga Tamariki - Phone 0508 ED ASSIST (0508 332 774) or the Police (Phone (04) 387 7764). Await further contact before taking any action. Advise the Chairperson if it is considered necessary.

Possible indicators of Abuse

Loss of spontaneity and creativity.

Loss of sleep, indicated by excessive tiredness and reduced concentration span.

Soreness about the genital area, indicated by restricted movement.

Inability to concentrate and recall information.

Use of glue, alcohol and other types of substance abuse.

Delay in intellectual, social and emotional development.

Acting tough to hide and suppress feelings.

Low self-esteem.

Extreme behaviour of many kinds.

A reluctance to go to the place where the abuse may be occurring.

Inexplicable attention seeking behaviour.

Running away.

Frequent washing.

Lack of enjoyment of games and hobbies.

Self-destructive behaviour.

Sexualised behaviour toward another child

Refer also to Appendix B: Signs of abuse and neglect

Approved by Board _____

Chairperson – signed for Board of Trustees

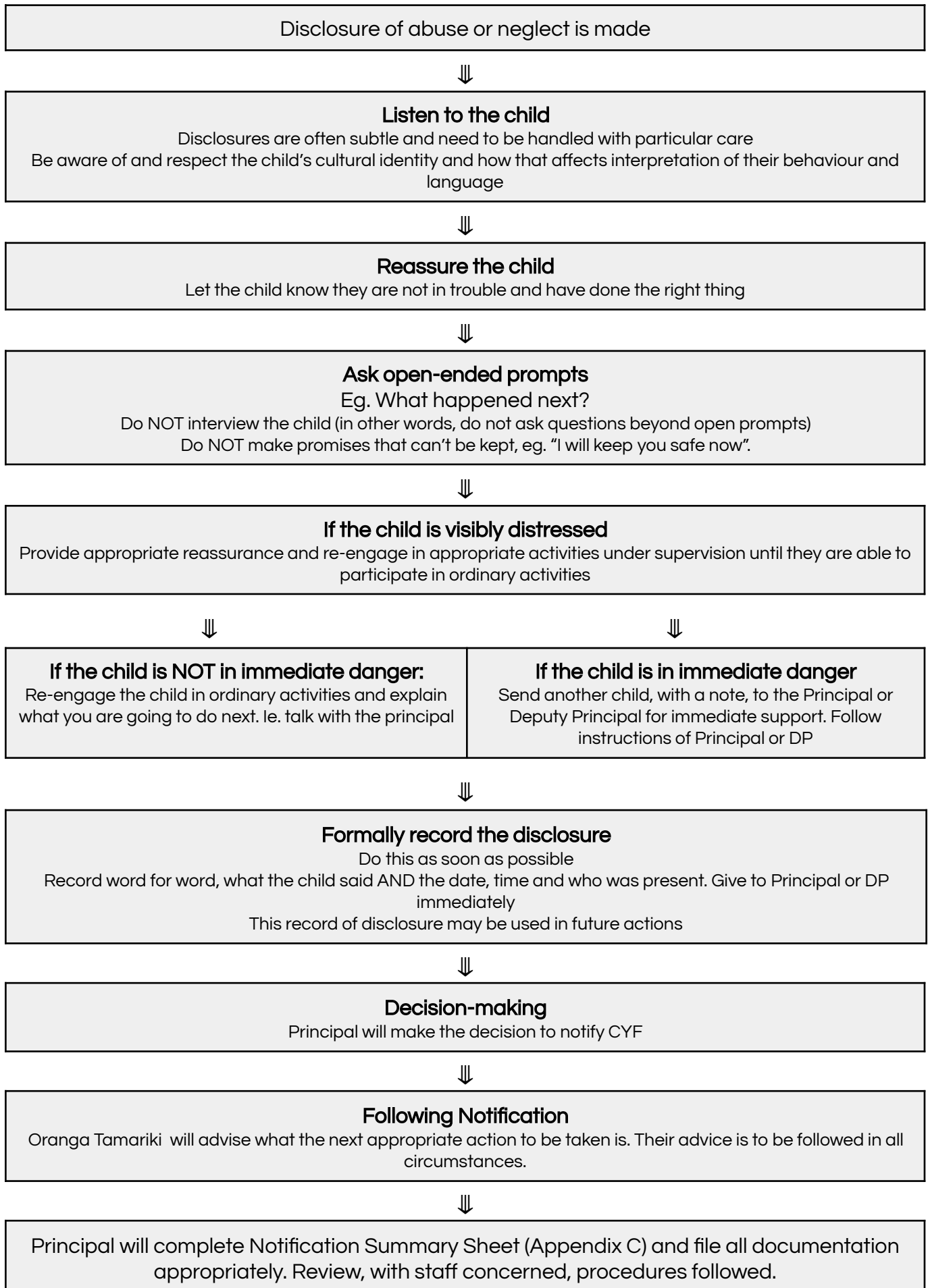
Date

Revised: _____

Chairperson – signed for Board of Trustees

Date

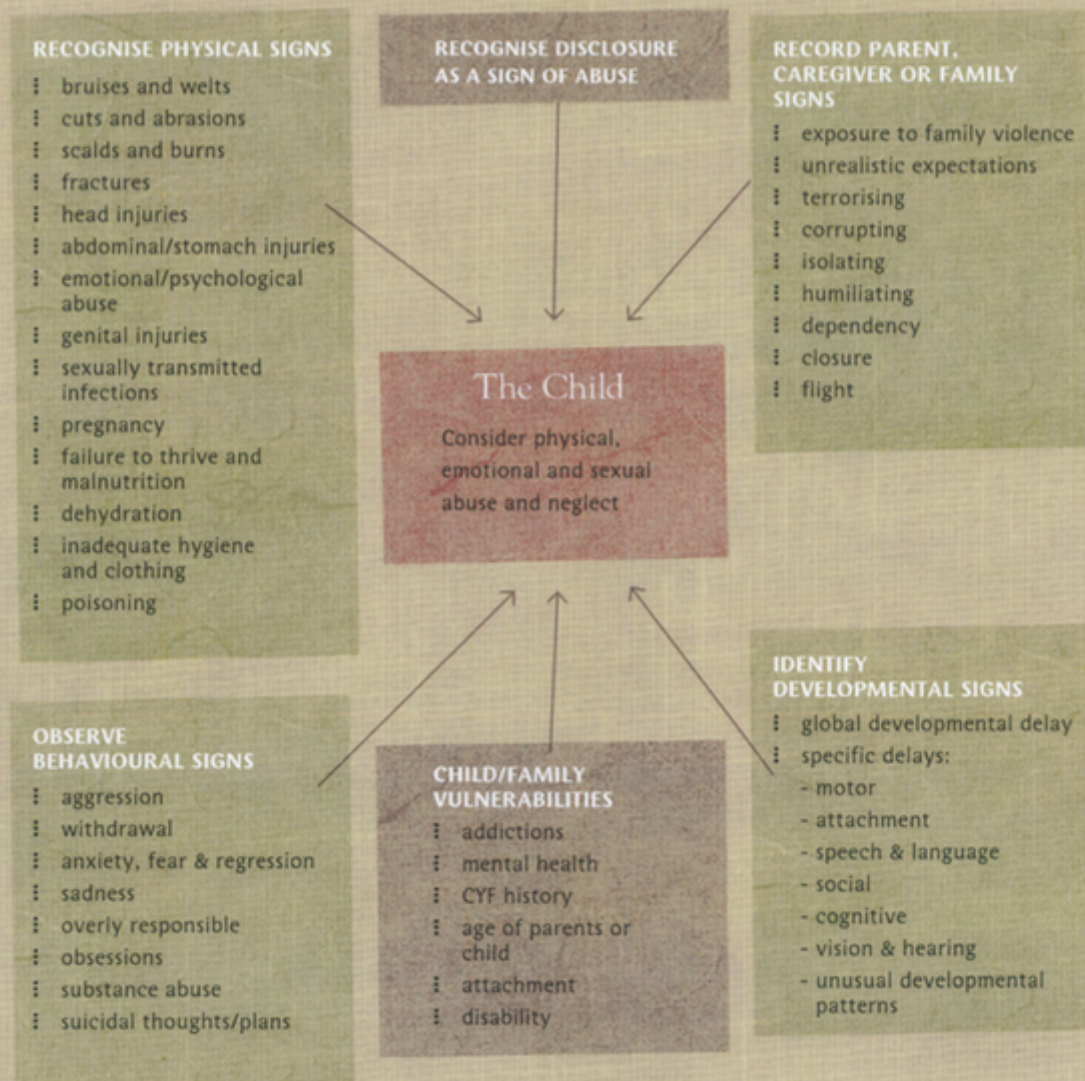
Appendix A: Responding to a disclosure or suspected abuse - Flow-chart



Appendix B: Sign of abuse and neglect (CYF)

Signs of abuse and neglect

The physical and behavioural signs, symptoms and history listed below, may indicate abuse or neglect. However they are not specific to abuse or neglect. In certain situations, contexts and combinations they may indicate other conditions. All signs must be examined in the total context of the child or young person's situation.



Appendix C: Notification Summary Sheet (to be completed by the person who lodged the notification with authority)

Child's name:		DOB:	Room:
Date of incident:		Date of notification:	
Notification made by:			
<p>Checklist:</p> <ul style="list-style-type: none"> ● Disclosure recorded Y / N ● Child safe Y / N ● Notification made Y / N <ul style="list-style-type: none"> ○ By phone ○ By email (circle one) ● Review of procedures undertaken with staff involved Y / N <p>Implications for future incidents / to be revised in procedures:</p>		Follow-up action/s as advised by CYF / Police:	
Signed:		Date:	