

Child Protection Policy

Purpose

Kristin prides itself on being a safe environment for all children. This policy outlines the definition of child abuse and how Kristin safeguards its children to the best of its ability.

This policy is designed to adhere to the requirements detailed in section 18 of the Vulnerable Children Act 2014.

Scope

This policy applies to all Kristin staff, contractors, students and volunteers for the School.

Principles

All services provided by Kristin School adhere to the principles of partnership, protection and participation, and the rights and responsibilities accorded by Te Tiriti o Waitangi.

Definitions

Child Abuse - Child abuse involves any act committed against a child involving physical violence, sexual offences (including grooming), serious emotional or psychological abuse, and serious neglect.

Child Neglect – Failure or mission to care for a child. This can be physical, emotional, medical educational or lack of supervision.

Full definitions in Appendix 4.

Aims

- To establish and maintain an environment where students feel safe and secure and are encouraged to talk and are listened to.
- To inform all adults in our community of best practice with regards to safeguarding children in recognition that child protection is a shared responsibility.
- To ensure that the procedures for dealing with child protection are shared with all staff and that regular training occurs to support best practice.
- To ensure that students know that there are adults within the school who they can approach if they are worried or in difficulty.

- To ensure that wherever possible every effort will be made to establish effective working relationships throughout our wider community including those from partner agencies.
- To identify opportunities and activities within the curriculum which equip students with the skills they need to stay safe from abuse.
- The Child Protection Policy and procedures comply with legislative requirements, the principles of the Treaty of Waitangi and best practice standards.

Policy Statement

It is Kristin School's responsibility to protect and safeguard the welfare of children and young people in its care. We work by the principle that the paramount concern is the welfare of the child.

This policy applies to all occasions where students are under the care of Kristin School, both on or off-site and outside of school hours. All adults working with students are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

Kristin School recognises that children, as individuals, have the right to be treated with dignity and respect, free from emotional or physical danger, abuse and neglect. Safeguarding children is fundamental to the spiritual, social, emotional, physical and mental development of the child; consequently, it is essential to have clear guidelines and procedures in place when dealing with matters involving child protection.

This school is an agent of referral only and not of investigation and will, when appropriate, draw on the services of external agencies, which may include Oranga Tamariki and Child Protection Services.

We recognise that for our students, high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps to prevent abuse.

Guidance

Child Protection is the responsibility of all adults.

A Child Protection Officer, known at Kristin as the Child Protection Champion (CPC) will be appointed for the Whole School along with a Deputy Child Protection Champion (dCPC). This can be amended at the Executive Principal's discretion.

The CPC is responsible for:

- Ensuring that all safeguarding procedures are followed within the school, and to make appropriate, timely referrals to any relevant authority, when required, in accordance with school procedures.

- Informing all staff about child protection responsibilities and procedures through annual training, offering support and advice when required.
- Ensuring that all adults have access to information on best practice when working with students.
- Informing all students about adults in the school that they can approach if they are worried or in difficulty.
- Ensuring that students who make allegations of abuse are supported according to this policy.
- Keeping records of all child protection concerns and nagging doubts.
- Making the decision as to whether nagging doubts be escalated to a formal record of concern.
- Securely passing Information between schools at times of transition.
- Ensuring that the school is represented, or a report is submitted to any child protection conference arranged for a student on their school roll or previously known to them. They will continue to offer support in accordance with the outcomes from the Multidisciplinary Case Conference.

If for any reason the CPC is unavailable, the dCPC will act in their absence (Appendix 1).

Child Protection Representatives (CPR) will be appointed at each level of the school.

The Child Protection Team (CPT) is made up of the CPC, dCPC and Child Protection Representatives (CPRs). The CPT is responsible for:

- Providing support to all members of the Kristin community regarding Child Protection issues.
- Ensuring that the policy is easily and widely accessible.
- The upkeep and review of this policy.
- Providing an annual summary to the Board of Governors in conjunction with the Executive Principal to include any changes to the policy or procedures, training undertaken by all staff and any other relevant issues.
- Meeting at least once per semester formally, to support one another, review policy, procedures and cases.

The Executive Principal is responsible for:

- Working alongside the CPT in cases requiring referral to an outside agency.
- Working with the CPT to provide an additional level of support to all members of the Kristin community regarding Child Protection issues where necessary.

- Ensuring that advanced child protection training is provided for the CPT at least every 2 years and that a newly appointed CPC or dCPC receives training within their first year of appointment.
- Acting upon allegations involving members of staff.

The Senior Leadership Team (SLT) is responsible for ensuring that the school follows safe recruitment processes, and giving final approval to amendments to Child Protection policy as recommended by the CPT.

The Board of Governors is responsible for:

- Acting upon the annual summary provided by the CPT if required.
- Acting upon concerns regarding the Executive Principal's role in Child Protection referral cases.
- Acting upon allegations involving the Executive Principal.

The Admissions Manager is responsible for:

- Directing all new admissions to the Child Protection policy.
- Requesting information from feeder schools regarding any specific child protection concerns.

The Director of Special programmes will ensure all main providers of student services to the School have a satisfactory Child Protection Policy and Health and Safety policy and processes in place. They will also provide a copy of this Child protection Policy to all main providers.

The Director of Human Resources /Personal Assistant to Executive Principal is responsible for ensuring that all existing staff undertake a police vet once every three years, as per the Staff Safety Checking Policy.

Identifying and reporting of abuse or neglect

A procedural flowchart can be found in Appendix 3.

Training and support:

- The Principal and all other staff who work in the CPT will undertake child protection training at least every three years to equip them to carry out their responsibilities for safeguarding children effectively.
- Newly appointed members of the CPT will undertake Child Protection training within the first year of taking up this role.

- All staff will be given a briefing by the Child Protection Team every year and undertake basic training.
- Where there are concerns about child protection, support will be available from the CPT or Principal.
- Advice and guidance on best practice when working with students can be found within Appendix 6.

Confidentiality

- All disclosures received or observations made by an adult must be kept confidential and passed on directly to the CPT, at the earliest possible opportunity.
- Relevant individuals will be informed of any information in respect to specific cases regarding child protection on a need to know basis. All information shared in this way must be held confidentially.

Records and monitoring

- All records should be hand written, dated, signed and passed directly to a member of the CPT. They will be recorded on or attached to the Confidential Child Protection Report Form (Appendix 2). These forms will be kept in a confidential place, separate from other files and in a locked cabinet or similar.
- Escalated cases will be formally monitored within the CPT in accordance with the Procedural Flowchart (Appendix 3).
- If a student transfers from the school, any formal records will be copied for the new establishment (if known), marked confidential and securely forwarded, separate from other files, for the attention of the receiving school's Child Protection Champion.
- All formal records will be held at the school.

Allegations against staff members

- The Principal/Director should in the first instance act upon any allegation made against a member of staff.
- The Board of Governors should in the first instance act upon an allegation made against the Executive Principal.
- Allegations will be addressed as per the Complaints Policy.

Whistleblowing

- All staff, Outside Providers and Voluntary Adults have a duty to notify the Principal about child protection concerns regarding the attitude or actions of any adult working with Kristin students.
- All staff, Outside Providers and Voluntary Adults have a duty to notify the Principal if they are concerned about the effectiveness of the practices supported within this policy.

Safe recruitment

- Existing Support and Administration staff sign a declaration of Police vetting every three years, while Teachers undertake a police vet check when renewing their practising certificate.
- Offers of employment are subject to two references and police vet.
- Please see Staff Safety Checking Policy.

Associated Policies: Complaints Policy, Staff Safety Checking Policy

Content of Appendices

- Appendix 1: The Child Protection Team
- Appendix 2: Confidential Child Protection Report Form
- Appendix 3: Procedural Flow Chart
- Appendix 4: Definition of Child Abuse
- Appendix 5: Signs or symptoms which may indicate abuse
- Appendix 6: Advice When Dealing with Safeguarding Disclosures
- Appendix 7: Working with Students at Kristin School

Appendix 1

The Child Protection Team

Child Protection Champion - Whole School: School Counsellor

Deputy Child Protection Champion - Whole School: Executive Principal

Child Protection Representatives (CPR)

- Little Doves Early Learning Centre Manager
- Kristin School Kindergarten Manager
- Junior School Assistant Principal, Student Well-Being
- Middle School Assistant Principal, Student Well-Being
- Senior School Assistant Principal, Student Well-Being

Appendix 2: Confidential Child Protection Report Form

This form is used to record any child protection concerns. It should be completed by hand and passed directly to a member of the Child Protection Team once complete.

While nagging doubts may be attached to it or recorded on it by a Child Protection Champion on behalf of any reporting party, formal concern should be recorded directly by the person passing the record forward.

Name of person completing report:	
Position in relation to the student:	

Student or students involved:		Sibling/s:	
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Class/Tutor Group:		Time and location of incident:	
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- Details of your concern:

- Record as precisely as possible, using the student's own words when relevant.

Signed:

Date:

For the use of the receiving Child Protection Champion only

Signed:

Date and time received:

Appendix 3: Procedural Flow Chart

An adult who receives disclosure of abuse, an allegation or suspects that abuse may have occurred.

The child protection report form is completed as soon as practically possible after disclosure and is passed to the Child Protection Champion (CPC) or Deputy Child Protection Champion(dCPC). In the absence of either – the matter should be brought to the most senior member of staff.

Where appropriate, the CPC or dCPC calls a strategy meeting.

Course of action is decided.

Concerns and details are recorded and **kept in a locked cabinet – not on a student’s file.**

Option 1	Option 2	Option 3
Monitor	Parental Involvement (If suspected abuse is not from a parent or guardian)	Referral
Relevant staff, nurses etc to monitor with detailed and regular reports provided to CPC.	CPC confers with the Executive Principal to agree appropriate strategy.	CPC confers with the Executive Principal to agree appropriate strategy.
Records kept.	If deemed appropriate Parents consulted by CPC / Executive Principal.	If a parent/guardian is suspected of abuse, then CPC or dCPC to contact Oranga Tamariki or Police.
CPC decides whether to escalate to Option 2 or 3.	Contract agreed with parents.	Inform relevant staff.
	Monitor contract and provide school support.	Support student and any staff involved.
	CPC decides whether to elevate to option 3.	When required, Executive Principal or CPC provides reports to agencies and follows up on agreed actions.

Appendix 4: Definitions of abuse

Definition of Child 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 of 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 terrorizing 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 5

Signs or symptoms which may indicate abuse

The presence of any one or a combination of these indicators is not in itself any proof of child abuse, although the presence of these indicators should alert us to the possibility that a child may be at risk.

Signs or symptoms which may indicate **physical abuse**:

- Inconsistent or unexplained account of how injuries occurred patterns of bruising
- Finger, hand and nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, abrasions, welts
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Suicidal thoughts
- Self-harm
- Pregnancy

Signs or symptoms which may indicate **psychological or emotional abuse**:

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical/mental/emotional development
- Sudden speech disorders, elective mutism/deafness
- Inappropriate emotional responses - seeking affection

- Disruptive behaviour or conduct problems
- Marked deterioration in academic performance
- Rocking, banging head, regression
- Self-mutilation, drug or solvent abuse
- Social withdrawal
- Suicidal thoughts
- Fear of parents being contacted
- Running away, compulsive stealing
- Appetite disorders – anorexia, bulimia
- Soiling, smearing faeces, enuresis
- Self-harm
- Pregnancy

Signs or symptoms which may indicate **sexual abuse**:

- Sexually explicit play or behaviour or age inappropriate behaviour
- Anal or vaginal discharge, soreness or scratching
- Difficulty walking or sitting
- Pregnancy
- An unusual or unexplained period of absence
- Truancy, lateness, reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate, elective mutism
- Thrush or other sexually transmitted infections
- Persistent complaints of stomach disorders or pains
- Eating disorders, e.g. anorexia nervosa and bulimia
- Attention seeking behaviour
- Substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant

- Regressive behaviour
- Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Excessive reaction to being touched
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches, etc., in genital area
- Lack of trust in a familiar person or particular adult
- Suicidal thoughts
- Self-harm

Signs or symptoms which may indicate **neglect**:

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Consistently poorly or inappropriately clothed for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection demanding or attention seeking behaviour
- Untreated or recurring illnesses/injuries
- Severe rash or skin diseases
- Stealing or scavenging compulsively
- Failure to thrive
- Failure to develop intellectually or socially
- Suicidal thoughts
- Self-harm
- Pregnancy

Child abuse cases are applicable to children and juveniles up to and inclusive of the age of 17. If the young person is 18 years and over and only if they are under special orders from

the court or chief executive of Oranga Tamariki are they to be managed by Oranga Tamariki. Both the above age groups can be kept on the Oranga Tamariki database. Otherwise 18-year olds and over are managed by the police and are on their database.

Appendix 6

Advice When Dealing with Safeguarding Disclosures

Remember that abused children often have feelings of shame, embarrassment, powerlessness and betrayal. If a child approaches you with a safeguarding issue, please remember to;

- Stay calm and keep an open mind.
- Reassure them that they are right to tell you and you believe them and their concerns will be taken seriously.
- Tell them it is not their fault.
- Listen carefully.
- Proceed at the child's pace and at a level appropriate to them.
- Ask only open questions to clarify facts - tell me, explain, describe.
- Explain that you will share this information with another adult at school.
- Record what they have said accurately and using their words without your own opinions or comments.
- Pass to the CPC as soon as possible.

It is important that you do not;

- Promise confidentiality. You cannot keep secrets if you think they or others are in danger.
- Interrogate, investigate or ask why.
- Transmit anger, shock or embarrassment.
- Interrupt, speculate or accuse anyone.
- Tell the child to go and talk to someone else.
- Assume, e.g. this child is telling lies.
- Talk to anyone but the CPC/Principal about what the child has said.

Appendix 7

Child Protection guidance for adults working with students

Safe Working Practices

Whenever working with Kristin students, remember that you have a professional, non-personal relationship with them. 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. The following guidance offers sensible and practical advice to keep both you and the student safe.

Understand the individual

Everyone has individual needs. Please be aware of any specific student needs and ensure that expectations, behaviour and the working environment are adjusted accordingly.

Behaviour

Whilst it is important to reassure students who may be nervous and reliant on your guidance, you should avoid being over-familiar. Always use professional and appropriate language and do not engage in 'horseplay' which may cause embarrassment or fear.

Remember that you are responsible for the safety of all students; you should not work with them whilst under the influence of **alcohol or other substances**. Do not engage in activities or suggestions of a sexual nature.

Physical Contact

On some occasions, physical contact with students may be appropriate (e.g. when reassuring them or guiding them in carrying out duties) but this should be kept to a minimum. Always discuss this beforehand, explaining what you are doing and why.

Environment

Where possible, avoid working alone in an isolated or closed environment with a student. Try to keep an open door and not position yourself between the student and an exit route. If unavoidable, ensure that others know where you are and why. Whenever possible have another adult with you. Avoid sharing bathroom facilities with students - if separate facilities are not available, spaces should not be used whilst a student is inside.

Travel

Ensure that a third party is aware of the destination and expected arrival time when an adult is travelling alone with a student.

Overnight Accommodation

Ensure that any overnight accommodation places you apart from students and that you offer appropriate personal privacy. If you need to enter student accommodation for any reason, please knock, state clearly why you are entering and keep the time spent in the room to a minimum. Whenever possible have another adult with you. **Always leave the door open.**

Personal Data

Do not exchange personal contact details (e.g. phone number, social networking, email address other than school/work email address) or encourage a student to pass on sensitive information such as that which may be found on their driver's license or passport.

Photography/ Videography

We recognise that taking photographs/ videos can play an important role in recording events and celebrating success. Photographs and videos of students should not be used without the written permission of their parents. Ensure that any photographic images/videos of students are not kept on personal devices and are transferred to professional equipment at the earliest possible opportunity.

Police talking to students

The Police might approach the school to speak with one of the students. It is our policy that the Police or other agencies, are not allowed to talk with a student 16 years or under without parental knowledge and consent. A staff member needs to inform and seek permission from a parent as soon as practicable and be present for questioning if the child and/ or parent requests support.

Key Contacts

Child, Youth and Family	0508 FAMILY (0508 326 459)
Local Police	(09) 477 5000
Ministry of Education	0800 TI TEAM (0800 848326)
NZSTA	0800 STAhelp (0800 782435)
ED ASSIST	0508 ED ASSIST (0508 332 774)
Vulnerable Children's Hub	0800 OUR KIDS