



# Health and Safety

## Part 1

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## Procedure Care and Management of Children

Version dated: 2 May 2017

### A. Purpose, Scope and Principals

#### 1. Summary

Ensuring the wellbeing and safety of children, including prevention of child abuse or maltreatment, as a paramount goal of Riverton Primary School. This policy provides guidance to staff on how to identify and respond to concerns about the wellbeing of a child, including possible abuse or neglect.

The interest of the child will be the paramount consideration when any action is taken in response to suspected abuse or neglect. Riverton Primary School commits to support the statutory agencies (Child, Youth and Family and the New Zealand Police (the Police) to investigate abuse and will report suspected cases and concerns to these agencies as per the process in this policy.

Our Designated Person for Child Protection, The Principle will be responsible for the maintenance and annual review of this policy, in addition to carry out the responsibilities outlined in this policy.

The policy is due to updated on June 2017. It is consistent with Child, Youth and Family and Police guidelines and will be updated when new guidance is issued.

Our child protection policy supports our staff to respond appropriately to potential child protection concerns, including suspected abuse or neglect. It is Riverton Primary Schools commitment to protect children from abuse and to recognise the important roles all of our staff have in protecting children.

This policy provides a broad framework and expectations to protect children, including (but not limited to) staff behaviours in response to actual or suspected child abuse and neglect. It applies to all staff including volunteers and part-time or temporary roles and contractors.

In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies – this policy will also help our staff to identify and respond to the needs of the many vulnerable children whose well-being is of concern.

To ensure that Riverton Primary School demonstrates continual improvement in child protection practice, we will work to maintain a good working relationship with child protection agencies and support our staff to protect children from abuse by consulting with experts with specialist knowledge and providing the necessary training option.

We also commit to explore opportunities to work with other providers, including from other sectors, to develop a network of child protection practice in our community.

#### 2. Definitions

**Child** – any child or young person aged under 17 years and who is not married or in a civil union

**Child protection** – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or are at risk of abuse or neglect.

**Designated person for child protection** – the manager/supervisor or designated person responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about child protection policy.

**Disclosure** – information given to a staff member by a child, parent or caregiver or a third part in relation to abuse or neglect.

**Child, Youth and Family** – the agency responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children found to be in need.

**New Zealand Police** – the agency responsible for responding to situations where a child is in immediate danger and for working with Child, Youth and Family in child protection work and investigating cases of abuse or neglect where an offence may have occurred

**Physical abuse** – any acts that may result in physical harm of a child or young person. It can be but is not limited to: bruising, cutting, hitting, beating, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.

**Sexual abuse** – any acts that involve forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse can be, but is not limited to:

**Contact abuse:** touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution.

**Non-contact abuse:** exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or suggestive behaviours or comments.

**Emotional abuse** – any act or omission that results in adverse or impaired psychological, social intellectual and emotional functioning or development. This can include:

Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse. Exposure to family/whanau or intimate partner violence.

**Neglect** – neglect is the most common form of abuse and although the effects may not be as obvious as physical abuse, it is just as serious. Neglect can be:

Physical (not providing the necessities of life like a warm place, good and clothing)

Emotional (not providing comfort, attention and love).

Neglectful supervision (learning children without someone safe looking after them).

Medical neglect (not taking care of health needs).

Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

## **B. Procedures**

### **1. General Code of Practice**

All permanent and relieving staff of Riverton Primary School are responsible for the care and protection of pupils and will act in the way a responsible parent in a similar setting to the school would be expected to act.

All staff and long-term relieving teachers will be made aware of these procedures.

All staff will:

Present as good role models in all their dealings with students.

Pupils learn by observing the way people around them behave.

be supportive and non-abusive in their management of students

use language that could not be considered from the child's point

of view, intimidating, threatening, demeaning or sexually suggestive.

Staff will support one another in preventing situations where abuse

to students or staff could occur

### **2. Responsibilities to and for children**

The prime responsibility for the welfare and pastoral care of pupils rests with the pupils' class teacher.

The teacher is expected to take an active interest in the child's' welfare and be vigilant and proactive in ensuring the pupils emotional, social and physical well-being.

The teacher has a responsibility to keep parents informed of any issues or concerns regarding, and any significant incidents involving, the pupil. If the incident is significant contact will be made on the day of the incident.

Staff members may make referrals to child protection agencies where they have serious concerns for a pupils' welfare. Principal may make referrals to child protection agencies after discussions have been made with the class teacher. *See the separate procedure regarding referral to child protection agencies.*

### **3. Complaints against staff involving sexual abuse**

Once a helping agency is involved ie NZ Police. Step 6, the following procedures will be followed and will be in line with those set out in the Teachers Collective Contract re Complaints Against Teachers.

The Principal will inform the Chair of the Board of Trustees.

Both will then inform the staff member who will be advised to seek legal and/or union representation.

The school will inform the union and Teachers Council

Councillors can be made available to any staff and students affected by the incident.

The indicators for child abuse are listed in the appendix to this procedure.

### **4. Being alone with a pupil**

Staff should as far as practical avoid situations where they are alone with a student, including pupil monitors/helpers. This includes avoid transporting a student on their own (except in emergencies).

### **5. Guidance and support for inappropriate behaviour**

In general staff will use positive approaches to guide and support children. Including:

Allowing time out for the child to calm down and become settled

Distracting the child by providing some other activity / task

Allowing a buddy to work with / take time out with the child

Under no circumstances will corporal punishment be used in this school. This includes any physical contact intended to punish or intimidate a child.

Children will not be detained outside school hours without the prior agreement of parents

All punishment and discipline should be fair and reasonable (Restorative practice)

### **6. Physical contact**

Teachers will avoid physical contact with children that could be interpreted as intimate, sexual, threatening or violent.

Staff will use careful professional judgement regarding physical contact with students in assisting movement and safety in gymnastics or teaching, positioning skills in coaching sports or when dancing or teaching swimming. At swimming staff will encourage students to change and dress themselves.

### **7. Restraint of aggressive students**

If a situation cannot be managed in any other way the adult will use minimum force to physically restrain the student and seek other staff / adult assistance.

In all situations except situations where we are concerned for the safety of the child concerned, other pupils and/or staff members:

Staff will not forcibly manage children by dragging, pulling, or carrying against their will.

Staff will seek to minimise the likelihood of having to manage crisis situations by:

Learning to identify the early signs that tension is building for a pupil

Using strategies to defuse, distract, resolve those situations before they escalate to confrontations and/or violence

In situations where we are concerned for the safety of the pupil concerned, other pupils and/or staff members (including situations where running away has safety implications):

The teacher / learning assistant will call or send for help. Other staff members will treat such requests with the highest priority. Support can be asked for from the principal, office Administrator, learning assistants working in other rooms, and the caretaker. If necessary a teacher from another class may be asked to help.

If it's not possible to escort the child with dignity we will restrain the child in place, and the teacher will take the class away (to avoid the pupils being distressed by observing the incident). After any incident requiring the above approaches teachers will as soon as possible after the event

Debrief the class to reduce the impact on them of witnessing the event

Debrief the child – talk about what happened before the incident – how the child felt - what could have been done to avoid the crisis –staff attitude to having to restrain – staff wish to avoid that

Debrief all staff involved to review:

the precursors to the incident – what triggered the event; what possible early signs were there; what could have been tried to resolve the situation the strategy for managing the child – can we learn from the incident-

iv) Debrief parents involved in the incident

v) Complete a report of the incident

## **8. Interviews and Searches**

The School Board is required by law to provide a place of safety and to protect its students from dangerous and/or illegal items or contraband.

The school through its staff may in certain circumstances be required to search students and seize property that is dangerous or illegal.

Where a teacher has reasonable grounds to suspect that a student has brought into the school, property that is illegal or dangerous, he/she has the right in a reasonable manner to search that student, his clothing or bag. Such search and seizures should be carried out in accordance with the following search and seizure procedure:

A teacher has the right in the following circumstances to search a student, search bags, desks and clothing.

The teacher should try and obtain the student's consent before searching.

Before a search is carried out, it must be justified at inception and carried out in a reasonable manner. The teacher must have reasonable grounds for carrying out the search (the search must be based on reliable information, the quality of the information is important – for example rumour itself is insufficient).

Searches must be carried out with two or more staff being present and where possible in privacy.

The mechanics of searching and seizure are as follows:

The student should be advised of the reason for the search.

If the student violently opposes the search, the Police should be called.

Teachers should not search students based on a Police request to do so, or any organisation. If the Police have the suspicion, they have the general law in their favour and they should carry out the search.

There shall be no strip searching at all unless there is an extremely serious threat to a person's safety. This will happen under Police supervision following their procedures.

## **9. Medical Conditions:**

The administration of medicine is the responsibility of the student's parent, caregiver or doctor. A staff member will only administer medicine when that staff member has been consulted by a parent or caregiver and has accepted responsibility. In this case:

The parent must give instructions regarding administration of the medicine to the office.

The student's parent, caregiver or doctor will be contacted immediately in an emergency.

Medicines will be kept in locked drawers or cupboards, preferably not in the classroom, but in the sick bay

Drug profiles will be kept and administering person will be familiar with these.

## **10 First aid**

All Staff members will be encouraged to have a basic level of training in first aid

A comprehensive first aid kit will be kept in the medical cupboard.

The office manager will have a current first aid certificate.

All classroom teachers will be encouraged to have a current first aid certificate.

All first aid care (apart from immediate support until a staff member arrives) is to be provided by staff members. Pupils are not to attend to or treat injuries.

f. A qualified First Aider will be present at all camps.

## **11. Children's concerns and complaints**

Children's concerns and complaints are always to be received courteously and be given fair consideration and the benefit of the doubt. When assessing a situation staff members will try to see things from the child's point of view.

Children will be encouraged to learn how to resolve their own interpersonal conflicts.

## **12. Toileting**

Only a classroom teacher or trained support staff such as learning assistant should toilet students.

When a staff member is toileting a student at least one other staff member should be in close proximity and where practical at the office Admin toilet.

## **13. Education Outside the Classroom**

The principal will ensure that preparation for events outside the classroom includes clear information to parents, caregivers and students regarding supervision, medical treatment, sleeping arrangements, and washing / bathing arrangements.

Parent helpers will be informed of their responsibilities and how to handle situations so that their integrity is not compromised. This will include ensuring that:

- whatever the situation an adult is not alone with a student. (An exception would be in an emergency when someone has gone for help).
- inappropriate contact with children is avoided
- inappropriate language is avoided
- appropriate role models are presented at all times.
- signed protocol for parent helpers.

## **14. Travelling in cars on school activities**

When cars are used for transport for school activities teachers are responsible for ensuring that:

The driver has a current unrestricted drivers' licence appropriate for the vehicle being used

The vehicle has a current registration and warrant of fitness

The driver must ensure that all passengers wear seat belts and appropriate child safety restraints are in place.

Signed protocol for parent helpers regarding transport expectations.

### **15. Harmful Substances**

Any student using, possessing or under the influence of harmful drugs, alcohol or solvents, or smoking or possessing cigarettes, cigars, and/or tobacco at any time while under the school's jurisdiction is to be referred to the principal, and may be stood down or suspended.

In all circumstances parents and caregivers will be notified as well as appropriate authorities.

Any student caught in possession of or under the influence of any of the substances above will be given appropriate support and guidance that will be negotiated with the family/guardian.

### **16. Protecting staff from Risk of Accusation**

Members of staff have a professional responsibility to report to the Principal, other senior staff or NZEI / PPTA networks, allegations of indecency or abuse and any other unprofessional conduct (for teachers, as per the NZEI Code of Ethics) by another staff member.

In the case of the Principal being investigated the Board chair will contact the New Zealand Teachers Council.

In the case of a teacher being investigated the Principal will contact the New Zealand Teachers Council.

### **17. Complaints of unacceptable behaviour by staff**

Unprofessional behaviour towards students by staff may involve action being taken in accordance with the complaints and disciplinary procedures contained in the relevant collective employment contract.

Serious misconduct may lead to suspension or instant dismissal and/or police investigation.

### **18. Sexual harassment**

There is a separate procedure relating to the reporting to the principal, other senior staff or NZEI / PPTA networks, of allegations of indecency or abuse and any other unprofessional conduct (in the case of teachers in terms of the NZEI Code of Ethics) by a staff member.

### **19. Non-custodial parents**

At entry details of custody and access is required and this information is noted on the enrolment form details are noted in the Student Management System under "Sensitive"

Annually a request for an update of emergency details, phone numbers, addresses, medical, and custody will be sent home. Parents will be informed through the school newsletter.

Teachers and support staff will be informed of custody arrangements where they exist. Staff will ensure Privacy Act requirements are adhered to.

In the event of a non-custodial adult coming to pick up a child:

The school will act to protect the child and ensure the safety of all others

If the adult comes to the class, the Principal should be sent for immediately, If possible the adult should be sent to the office. Someone from the management team should be called for if the Principal is unavailable.

The child may be sent to a place of safety such as the office or a neighbouring classroom.

The Principal or Teacher may deny this adult access until verification from the custodial parent is sought. If this can not be confirmed then access will not be given. In some circumstances the police may be called.

A written record of events will be maintained and any events reported to staff and Board of Trustees.

Where requested, pupil reports and school newsletters will be sent to non-custodial parents.

## 20. Training

We are committed to maintaining and increasing staff awareness of how to prevent recognise and respond to abuse through appropriate training. As part of their induction, new staff are made aware of the policy on child protection.

### a. Identifying child abuse and neglect

Our approach to identifying abuse or neglect is guided by the following principles:

- We understand that every situation is different and it's important to consider all available information about the child and their environment before reaching conclusions.
- We understand when we are concerned a child is showing signs of potential abuse or neglect we should talk to someone, either a colleague, principal or the Designated Person for Child Protection – we shouldn't act alone.
- While there are different definitions of abuse, the important thing is for us to consider overall well-being and the risk of harm to the child. It is not so important to be able to categorise the type of abuse or neglect.
- It is normal for us to feel uncertain, however, the important thing is that we should be able to recognise when something is wrong, especially if we notice a pattern forming or several signs that make us concerned

### b. We recognise the signs of potential abuse:

- *Physical Signs* (e.g, unexplained injuries, burns, fractures, unusual or excessive itching, genital injuries, sexually transmitted diseases)
- *Developmental delays* (e.g., small for their age, cognitive delays, falling behind in school, poor speech and social skills).
- *Emotional abuse/neglect* (e.g. sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness-loneliness and evidence of self-harm).
- *Behavioural concerns* (e.g., age-inappropriate sexual interest or play, fear of a certain person or place, eating disorders/substance abuse, disengagement/neediness, aggression).
- The child talking about things that indicate abuse (sometimes called an allegation or disclosure).

### c. We are aware of the signs of potential neglect:

- *Physical signs* (e.g., looking rough and uncared for, dirty, without appropriate clothing, underweight).
- *Developmental delays* (e.g., small for their age, cognitive delays, falling behind in school, poor speech and social skills).
- *Emotional abuse/neglect* (e.g., sleep problems, low self-esteem, obsessive behaviour inability to cope in social situations, sadness/loneliness and evidence of self-harm).
- *Behavioural concerns* (e.g., disengagement/neediness, eating disorders/substance abuse, aggression).
- *Neglectful supervision* (e.g., out and about unsupervised, left alone, no safe home to return to).



- Medical neglect (e.g. persistent nappy rash or skin disorders or other untreated medical issues).

Every situation is different and staff will consider all available information about the child and their environment before reaching conclusions.

When we respond to suspected child abuse or any concerning behaviour we write down our observations, impressions and communications in a confidential register.

Staff involved in cases of suspected child abuse are entitled to have support.

## **21. Confidentiality and Information Sharing**

- a. We will seek advice from Child, Youth and Family and/or the Police before identifying information about an allegation is shared with anyone, other than the service manager or designated person.
- b. Under sections 15 and 16 of the Children, Young Persons, and their Families Act 1989 any person who believes that a child has been or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Child Youth and Family or the Police and provided the report is made in good faith no civil, criminal or disciplinary proceedings may be brought against them.
- c. When collecting personal information about individuals, it is important to be aware of the requirements of the privacy principles

## **C. Indicators of Child Abuse**

### **22. Child safe practice guidelines**

- a. To avoid situations where staff may be alone with children, all staff should examine the opportunities or possible situations where staff may be alone with children. Whenever possible an open door policy for all spaces should be used (excludes toilets). Staff should be aware of where all children are at all times.
- b. Visitors should be monitored at all times by staff and volunteers and outside instructors should be monitored by staff.
- c. If activities require one to one physical contact parents and caregivers should be advised.
- d. Staff should avoid being alone when transporting a child or young person, unless an emergency requires it. Except in an emergency, children and young people are not to be taken from our organisation's premises, or from the programme we provide, without written parental consent.

### **23. Types of child abuse are:**

**Refer to Vulnerable Children's Act 2014 and the CPP  
Physical Neglect**

The child is not given proper food, clothing, shelter, medical attention or supervision to the extent that there is serious risk to health and/or safety of that child

### **Emotional Neglect**

(This is very hard to define and detect).

It is often the case that the child is only ever criticised, always told that it is stupid, naughty or the cause of all the family's problems.

### **Physical Abuse**

Where injuries are not caused by accident

### **Sexual Abuse**

This includes all situations where a parent, caregiver or other person involves a child in sexual activity. This can range from touching through to penetration or even the death of the victim.

## **24. Indicators of sexual abuse in a child:**

Physical injury

Signs of physical illness, possibly related to genital or urinary functions, headaches or upset stomach

Becomes unusually fussy

Washes frequently

Refuses her/his favourite food; or an older child may suddenly refuse food

An unusual fear of strangers

Sudden extreme shyness

Lack of enjoyment of favoured pastimes, TV programmes and activities

Clinging to parents or extreme fear of being left alone

Difficulty going to sleep

Sudden fear of the dark

Nightmares

Bedwetting

Return to earlier forms of behaviour or skills

Changes in school behaviour

Loss of child's sense of security

Unable to adjust to the normal schedule

Showing loss of memory, sometimes appearing preoccupied or troubled

Depression

Advanced sexual behaviour

Acting out the sexual abuse with playmates

Suicidal tendencies

Alcohol and drug abuse

Running away

Increased irritability and angry outbursts

Pseudo-maturity, taking over parental responsibilities (*usually associated with incest*).

Prostitution

## **25. Flow charts**

- a. Allegation is made against a member of staff
- b. Disclosure of abuse or neglect is made

**This procedure is approved by the Riverton Primary School Board of Trustees**

Signed: \_\_\_\_\_

Board of Trustees Chairperson,

Date: \_\_\_\_\_

### **When an allegation is made against a member of staff**

All matters involving allegations against staff need to be escalated to the management team.

#### **Disclosure/allegation of child by a staff member**

To ensure the child is kept safe, management may take steps to remove the staff member against whom an allegation has been made from the environment, subject to the requirements of the application individual or collective employment contract and relevant employment law.

We commit not to use '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 concerned the safety of a child, use of such agreements is contrary to a culture of child protection.

- Employee will be advised of their right to seek support/advice from union or other appropriate representatives.
- Management to contemplate removal of employee from the programme environment, subject to the employment contract.
- Management to maintain close liaison with Child, Youth and Family of the Police.
- Child, Youth and Family or management to advise employee and seek a response (depending on outcomes of discussions with statutory agencies.)
- Management to consult with Child, Youth & Family or the Police.
- Management to refer to the relevant employment contract.
- Management team to be notified
- As per disclosure process, up to 'decision-making'.
- As soon as possible formally record the disclosure

If the child is in immediate danger.

Record:

- Word for word, what the child said
- The date, time, location and the names of any staff that may be relevant
- The factual concerns or observations that have led to the suspicion of abuse or neglect (e.g., any physical, behavioural or developmental concern).
- The action taken by your organisation
- Any other information that may be relevant
- Contact the Police immediately
- Re-involve the child in ordinary activities and explain what you are going to do next

If the child is not in immediate danger.

- Provide appropriate reassurance and re-engage in appropriate activities under supervision until they are able to participate in ordinary activities
- If the child is visibly distressed
- Listen to the child
- Reassure the child.

- Ask open-ended prompts – e.g., “What happened next?”

### **Disclosure of abuse or neglect is made to:**

Notify Child, Youth and Family if there is a belief that a child has been, or is likely to be, abused or neglected.

Phone: 0508 Family (0508 326 459)

Fax: 09 914 1211

Email: [cyfcallcentre@cyf.govt.nz](mailto:cyfcallcentre@cyf.govt.nz)

Notifying authorities

Discuss any concern with the manager/supervisor of the designated person for child protection  
Decision-making

### **Police Vetting**

All children's workers need to be police vetted. This includes staff employed and other children's workers engaged (whether you contract them or not) in your school or kura Māori, whose work involves regular or overnight contact with children.

- All Support staff will be vetted every 3 years
- Parent helpers need to be vetted if they will have 1-on-1 supervision of children on school EOTC programmes or overnight supervision.

### **When you need to request a police vet**

You need to request a police vet for anyone you employ or contract (including the contractors employees) to work during normal school hours, and for contractors and their employees who have or are likely to have unsupervised access to children. The exception to this is any registered teacher including principals or relief teachers (under the Education Act 1989).