

<h1>Policy</h1>
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Section One: Introduction

Purpose

Child abuse and neglect is not acceptable. Children need our protection. Where protection is not adequately provided by the adults responsible for the child, others need to step in to ensure the child receives adequate protection.

We support the roles of the New Zealand Police and Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

We support families/whānau to protect their children.

For the purpose of this policy, abuse is used in the context of adult to child. This could be staff to child or an adult (outside of the centre) to the child.

Position Statement

The safety and wellbeing of the child is our top priority when investigating suspected or alleged abuse. We support the roles of the New Zealand Police (the Police) and Oranga Tamariki in the investigation of suspected abuse and will report suspected/alleged abuse to these agencies.

Policy Principles

The interest and protection of the child is paramount in all actions.

We recognise the rights of family/Whānau to participate in the decision-making about their children.

We have a commitment to ensure that all staff are able to take appropriate action in response to suspected abuse situations.

We will always comply with relevant legislative responsibilities.

We are committed to share information in a timely way and to discuss any concerns about an individual child with colleagues or the Centre Manager.

We are committed to promote a culture where staff feel confident that they can raise issues of concern without fear of reprisal.

Issue Outline

Not all children have the support and protection of a trusted adult.

Children that are abused or neglected need adults that can act on their behalf and keep them safe from harm. Adults who care for children need to know how to respond to a child if the child discloses abuse or when there are concerns raised from others about abuse or neglect.

Impacts of Policy on Staff, Parents, Children

Clear procedures will strengthen the ability of staff, parents, and other agencies to adequately respond to signs of abuse and/or neglect.

Alignment with the Centre Philosophy

This policy is aligned with the centre's philosophy: Respect is a key component of everything we stand for, respect for ourselves, each other, the natural world and environment. To respect oneself, children need to understand their emotions and feelings, and those of others, in our centres. We embrace every opportunity to help children learn about their emotions and understand those of others, thus fostering a loving, caring community, based on co-operation and trust.

Implications and/or Risks

Failure to correctly identify and respond to abuse and or neglect can be harmful to the wellbeing of the child and their family/whānau. It will also seriously damage the reputation of the centre, its staff and the reputation of early childhood centres.

Implementation

We are committed to maintain and increase staff awareness of how to prevent, recognise and respond to abuse through appropriate staff training. As part of their induction, new staff are made aware of the policy on child protection. Training will be provided yearly with consultation with the local police community officer. Resources are available in the office filing cabinet, for staff. Resources will be updated regularly. This policy will be reviewed annually, if there has been any incident regarding this policy or linked policies or when there is a significant change in the area of the policy topic.

Section Two: Policy

Identifying possible abuse of neglect

Child Abuse is defined in the (Children Young Persons and their Families Act Section 14b 1989) as “the harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person.

Emotional Abuse

Emotional abuse occurs when a child’s emotional, psychological or social well-being and sense of worth is continually battered. This includes confinement, isolation, verbal assault, humiliation, intimidation, infantilising, or any other treatment that may diminish the sense of identity, dignity, and self-worth. We also include exposure to Family Violence in this category.

Neglect

Neglect is a pattern of behaviour that occurs over a period of time and results in impaired functioning/development. It is a failure to provide for a child’s basic needs.

Physical Abuse

Physical abuse can be caused from smacking, punching, beating, kicking, shaking, biting, burning or throwing the child. Physical abuse may also result from excessive or inappropriate discipline or violence within the family and is considered abuse regardless of whether it was intended to hurt the child. Physical abuse may be the result of a single episode or of a series of episodes.

Sexual Abuse

Sexual abuse includes acts or behaviours where an adult, older or more powerful person uses a child for a sexual purpose. There are two different types of child sexual abuse. These are called contact abuse and non-contact abuse. This differs from child initiated sexual play, which is deemed an exploration of child development, having its own boundaries.

Contact abuse involves touching activities where an abuser makes physical contact with a child, including penetration. It includes: sexual touching of any part of the body whether the child’s wearing clothes or not; rape or penetration by putting an object or body part inside a child’s mouth, vagina or anus; forcing or encouraging a child to take part in sexual activity; making a child take their clothes off, touch someone else’s genitals or masturbate.

Noncontact abuse involves nontouching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes: encouraging a child to watch or hear sexual acts; not taking proper measures to prevent a child being exposed to sexual activities by others; meeting a child following sexual grooming with the intent of abusing them; online abuse including making, viewing or distributing child abuse images; allowing someone else to make, view or distribute child abuse images; showing pornography to a child; sexually exploiting a child for money, power or status (child exploitation).

Staff should become familiar with the possible physical and behaviour clues to child abuse. In addition, a copy of Oranga Tamariki's "Signs of abuse and neglect" chart can be found on [page 11 and 12](#) of this document along with a list of further resources on [page 15](#).

Further information about identifying child abuse can be found in the book '[Working Together](#)'. This resource is produced by Oranga Tamariki for people in social service agencies, schools, healthcare organisations, community and other groups that have close contact with children and families/whānau. It includes useful information about identifying possible child abuse and an assessment framework. Available in the office and in the resource section of this document [page 15](#).

Looking out for at risk children and families

Whether it's inside or outside work, as family members, friends, neighbours or workmates, we all have opportunities to support parents and keep children safe.

Some things to look out for

- parents seem stressed or not coping
- they are not able to live on the money they have
- there are signs of drug or alcohol problems
- parents don't have friends or family to help
- adults are hitting or yelling
- there are mental health problems
- children are left home alone or seem to be neglected.

Ways to help

- listen, and let them know you're there to help
- provide encouragement and support
- link them up with others who can offer the support they need
- talk to someone experienced, for a different point of view or ideas for helping
- if the family won't accept your help, let someone in the community know that you're concerned. This could be someone like a family support worker or church leader.

Responding to suspect abuse or neglect

It is essential to continue to maintain a confidential record, including observations of the child's behaviour for some time following an allegation or incident. The process for responding to child abuse is given in the "Reporting Process Flowchart" on [page 10](#) of this document.

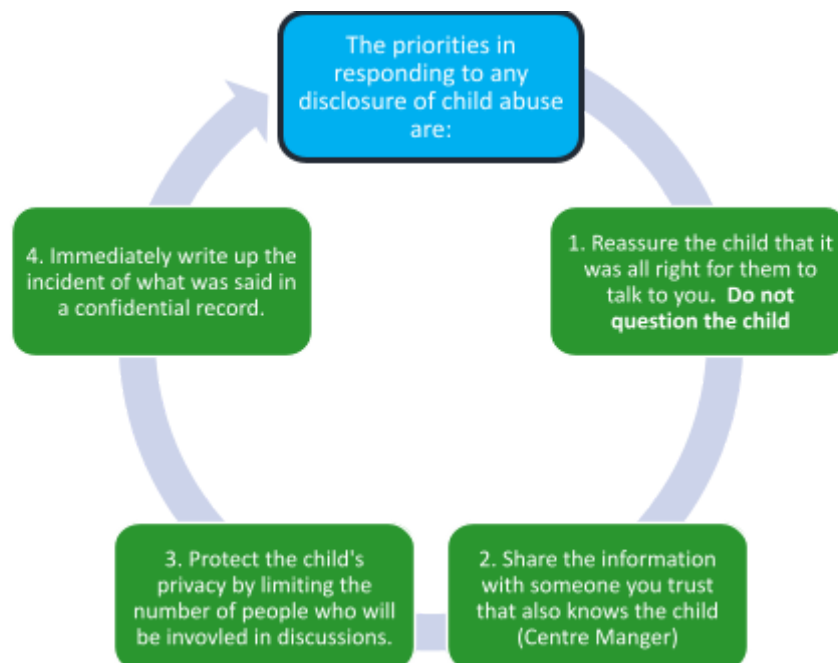
An incident report template is also provided on [page 14](#) of this document.

All suspicions or observed incidents or reports of incidents should be reported directly to the Person in Charge as soon as possible, who will immediately take steps to protect the child(ren) and record the report. If there is clear evidence or reasonable cause to believe an instance of child abuse has taken place, the Person in Charge shall notify Oranga Tamariki: **0508 326 459**

In addition, to guiding staff to make referrals of suspect child abuse and neglect to the statutory agencies (i.e. Oranga Tamariki and the Police), this child protection policy will also help staff to identify and respond to the needs of vulnerable children whose wellbeing is of concern. In many of these cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. Throughout New Zealand statutory and not-statutory agencies provide a network of mutually supportive services and it is important for our organisation to work with these to respond to the needs of vulnerable children and families/whānau in a manner proportionate to the level of need and risk.

Staff members will discuss suspicions with a senior staff member. Where appropriate, the person making the allegation will be given a copy of this policy.

Immediate response to disclosure by child/ren



Ongoing care for vulnerable children

Ensuring the child's immediate safety – do not alert the suspected abuser.

- If a child tells of abuse; listen; do not question them.
- Say you're are glad they told you and you're sorry it happened.
- Let them know it is not their fault and that you'll do your best to help them.
- Do not ask further questions.
- Do not put words in the child's mouth.
- Allow them to tell only as much as they want.
- Continue to support the child.
- Ignore negative behaviour.

- We recommend that you do not make decisions alone. Consult with someone experienced. If there is no short-term risk, take time to consult thoroughly in order to make a well-informed decision.
- Act on your concerns. Don't leave it to someone else or hope it won't happen again. If you have told the person you believe responsible for taking action and they do not act, take further action yourself.
- Seek support for yourself. The tasks and situation will be stressful.
- Where abuse may have been perpetrated by a family member or someone close to the family, do not initially inform the family, but ensure that the appropriate person informs them at the appropriate time under guidance from Oranga Tamariki.

The Basic Principles for Responding to Suspect Child Abuse

- Believe what children tell you and what you see.
- Always take action in the short term to ensure the immediate safety of the child. This may mean contacting Oranga Tamariki service or the police if you think there is an immediate risk of the child being abused again.
- Record clear concerns and observation, factual statements with dates.
- We recommend that you do not make decisions alone. Consult with someone experienced. If there is no short-term risk, take time to consult thoroughly in order to make a well-informed decision.
- Act on your concerns. Don't leave it to someone else or hope it won't happen again. If you have told the person you believe responsible for taking action and they do not act, take further action yourself.
- Seek support for yourself. The tasks and situation will be stressful.
- Where abuse may have been perpetrated by a family member or someone close to the family, do not initially inform the family, but ensure that the appropriate person informs them at the appropriate time under guidance from Oranga Tamariki.

Allegations or concerns about staff

When a staff member is suspected, the same processes apply. Allegations concerning management, or the managing directors will follow the same process, with consultation being with a Senior Teacher of the centre.

If there is a need to pursue an allegation as an employer, manager, or managing directors consult with Oranga Tamariki or the Police before advising the person concerned, informing them they have right to seek legal advice and providing them with an opportunity to respond. They 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 contract and relevant statutory obligations.

We commit not to use "settlement agreements", where these are contrary to a strong 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 is concerned with the safety or wellbeing of a child, use of such agreements is contradicting to a culture of child protection and will not be considered.

Confidentiality and information sharing

The Privacy Act 1993 and the Oranga Tamariki Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the Oranga Tamariki Act, 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 Oranga Tamariki or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

When a staff member or associate brings a case of child abuse to the attention of the centre or the authorities, our centre will not disclose the name of the person without their permission unless it is to Oranga Tamariki or the Police and is necessary to do so in the interests of the child.

Recruitment and employment (safety checking)

Our prime consideration in employing staff is ensuring they have the skills and attributes which contribute to the children's wellbeing.

Safety checking will be carried out in accordance with the Vulnerable Children Act 2014. This will include: identity verification, an interview, a copy of a c.v. (work history), reference check, a police vet, a risk assessment, and keeping a record of the dated information.

Work history will be sought, and previous employers will be contacted. If there is any suspicion that an applicant might pose a risk to children, that applicant **will not be employed**.

Where we suspect that worker or another person at the centre has perpetrated child abuse, we will report the matter promptly to management and statutory authorities. If the suspected perpetrator is management or managing directors, the matter will promptly be reported to a Senior Team Leader. Staff members under suspicion will be suspended while the matter is investigated, and they will be informed fully of their rights. Families, whānau, children, staff and others involved in the investigation of the suspected child abuse should have support through organisations in the community, Oranga Tamariki and other agencies.

Training supervision and support

- Training, resources and/or advice will be available to ensure that all staff can carry out their roles in terms of this policy, particularly:
- Staff will familiarise themselves with the available resources and meeting time will be made available for understanding child abuse and indicators of child abuse.
- Understanding and complying with legal obligations in regard to child abuse.
- Planning of environment and supervision to minimise risk.
- Dealing with child/parents/family/whānau.
- This policy will be part of the initial staff induction package.

Volunteers and Practicum Students

- Volunteers/students will be welcome into the centre subject to safety checking.
- At no times will volunteer or student be left alone with a child or be placed on nappy changing duty.
- Where we rely on a teaching education provider/organisation (TEPO) to carry out the safety check for students on our behalf, we will obtain a letter from the TEPO confirming this. If any components of the safety check have not been completed by the TEPO, we are responsible for completing these. We will always complete the identity check and risk assessment, even if these have already been completed by the TEPO. A separate letter should be obtained for each named student teacher.

Parents/Caregivers/Whānau

- Parents will be involved in the development and review of any child protection policies.
- Parents will be encouraged to spend time in the centre and to participate in daily activities.
- Parents will have access to information regarding support agencies.

Supervision Guidelines

Staff working in the Centre are well supervised and visible in the activities they perform with children. Parents should perform care-taking tasks only with their own children. Visitors to the Centre should not perform care-taking tasks with children or be alone with them. This includes open door policies

for private spaces where intimate care-taking of children is required, e.g. toileting, nappy changing and sleeping.

This Centre has established rules about acceptable physical interactions with children (i.e. high fives, supporting hand on the back, holding hands, assisting children with daily care activities), which are discussed regularly with staff and other adults (Positive Guidance Policy). If a child initiates physical contact in the seeking of affection, reassurance, or comfort it is appropriate to respond. It is not appropriate to force unwanted affection or touch on a child.

Physical contact of children during changing or cleansing must be for the purpose of that task only and no more that is necessary. Staff can vocalise what they are doing e.g. I am just going to lift you bottom up now, so I can clean you. Encourage children to take care of themselves if possible. When making physical contact with children, staff should be guided by the principal that they would do so only to meet the child's physical or emotional needs. Touching should never be initiated to gratify adults needs. Except in an emergency, children are not to be taken from the service without parental approval, which is in writing and noted on their enrolment form.

Protection of Staff

The Centre is committed to providing a safe working environment for all our staff and ensure that employee privacy is protected. We take all reasonable steps to ensure staff safety. The Centre will not disclose personal information (including personal address, phone numbers and personal circumstances) of any employee, to any child, parent or member of the public. Information will be kept secure in a locked filing cabinet in the office and only employees with specific authority will be permitted access to confidential employee information.

We require staff to be observant. If you have a concern regarding a child (i.e. observation of an unusual behaviour, evidence of injury etc.) then you must document this concern and pass it onto the Manager who will help you determine the appropriate course of actions. We recommend that you don't act alone. Your written observation/statement will be retained by the centre a confidential information and kept on file for our records.

We recommend that you consult with other team members and the Centre Manger to make a final decision whether it is appropriate to report your observation to an external agency (guidelines previously stated throughout the policy). Your statement/identity will not be revealed by the centre to any third party (except any agencies required to support he centre) and only in consultation with you or as required by law.

For the protection of staff who, through the course of their work, are caring for children's bodily needs the following should be noted. All details of care given in respect to children's genital areas must be recorded with date, time and action, taken as soon as possible after the event. This includes: washing genitals (nappy/toileting charts), applying medication to genitals (medicine book), inspection of genital areas if soreness, itching or injury is suspected (accident book). Children under two years old have this information recorded on daily record charts. Teachers are not to be left alone with children where a situation could arise where allegations of sexual abuse could be made.

Never photograph a child's genital area, even as a record of your concern.

Alcohol and Drugs

The centre has a zero tolerance for the use of drugs at any time. Where there is evidence of this the matter will be reported to the Education Council for investigation. We have policies in place to ensure that no staff member is under the influence of drugs or alcohol whilst working in the Centre.

If any parent arrives at to pick up their child whilst suspected to be under the influence of drugs or alcohol, staff will use their discretion to decide whether the child is safe to be driven by the parent. Staff can offer to call another family member to pick up the child if they see fit. Where drivers are non-cooperative, staff should call the police.

Child Safety Team

A child safety team will consist of teachers in the infant room, junior school and senior school. They will be supported by the Centre Manager. The team will work together to ensure that policy and implementation of the policy is culturally sensitive and appropriate. Any member of the team can call a meeting at any time.

Any member of the Child Safety Team may talk unofficially to any appropriate health professional in confidence before the referral procedures are implemented.

Visitors to the Centre

The Centre Manager is responsible for ensuring that visitors to the Centre know what adult behaviours are deemed appropriate.

Inappropriate touching for visitors is: hugs, kisses, tickling, stroking, sitting child on knee, carrying children, changing children's clothes.

Appropriate touching is: holding hands (e.g. taking children inside), helping children in out of a swing, physical removals from potentially dangerous situations.

The Centre manager will arrange with teachers to inform visiting student of our policy and speaks personally to the students where possible before any students arrive. Visitors, trainees etc., never toilet or change nappies.

Prevention of abuse at the Centre

- No fully closed doors on children's toilets – half doors are fitted to allow privacy for children and safety precautions for staff
- Nappy change areas are spaces that respect children's privacy but allow supervision.
- Sleeping areas and the office have glass windows.
- The office door is to be kept open if children are present.

Attachments

'Child Abuse Reporting Process' flow chart – page 10

Responding to a child when the child discloses abuse chart 11

Oranga Tamariki: Signs of Abuse and Neglect – page 11-13

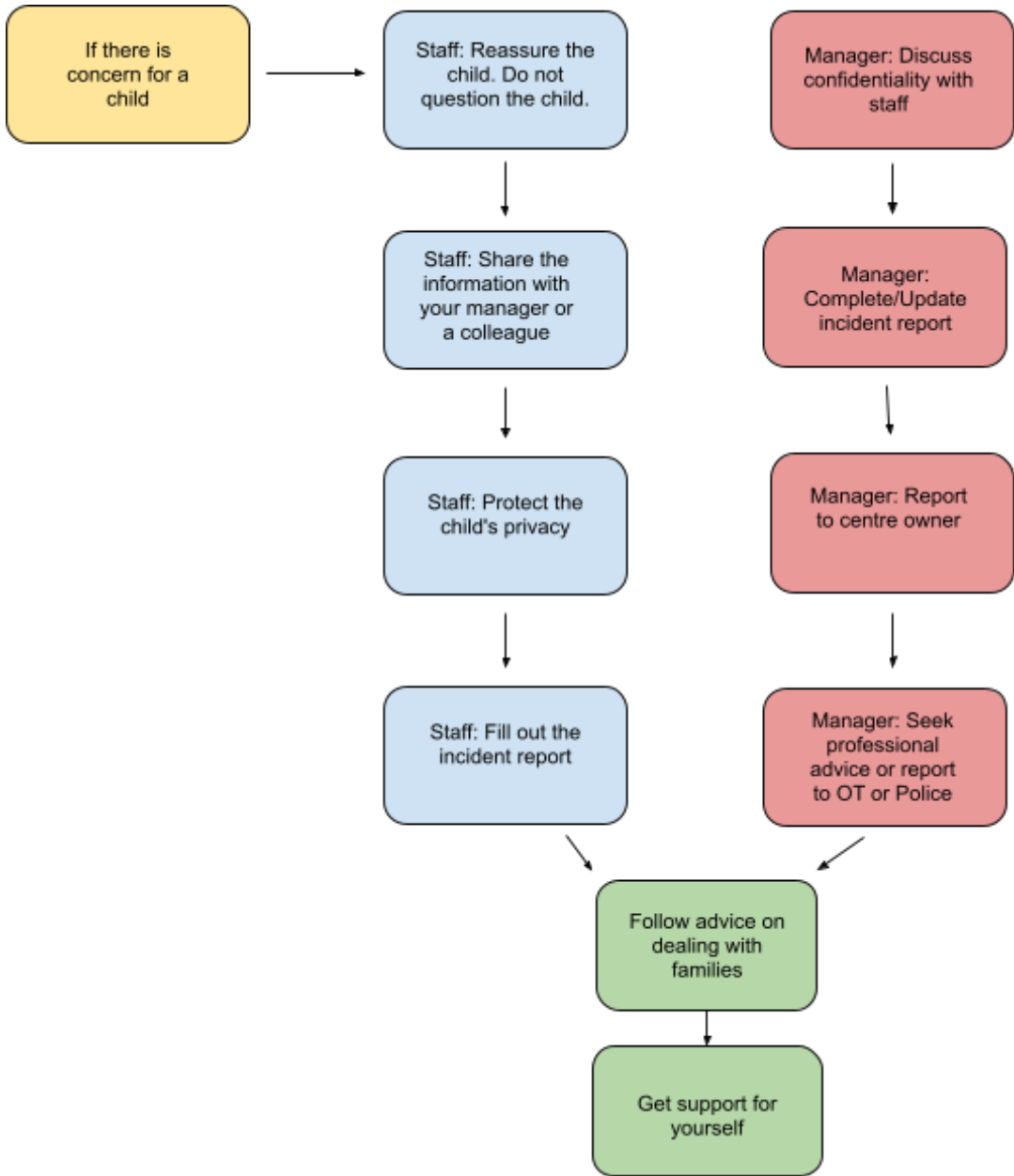
Recording and notifying Oranga Tamariki of suspected child abuse or neglect chart – page 13

Record of incident template – page 14

Contacts and online resources with links to publications – page 15

Links to other policies and regulations – page 16

Child Abuse Reporting Process Flowchart



Responding to a child when the child discloses abuse chart

Listen to the child	Disclosures by children are often subtle and need to be handled with particular care, including an awareness of the child's cultural identity and how that affects interpretation of their behaviour and language.
Reassure the child	Let the child know that they: Are not in trouble Have done the right thing
Ask open-ended prompts – e.g.: “what happened next?”	Do not interview the child in other words, do not ask questions beyond open prompts for the child to continue) Do not make promises that cannot be kept, e.g.: “I will keep you safe now”
If the child is visibly distressed	Provide appropriate reassurance and re-engage in appropriate activities under supervision until they are able to participate in ordinary activities
If the child is not in immediate danger	Re-involve the child in ordinary activities and explain what you are going to do next
If the child is in immediate danger	Contact the Police immediately (call 111)
As soon as possible, formally record the disclosure	Record: Word-for-word what the child said The date, time and who was present

Oranga Tamariki: Signs of Abuse – Emotional, Neglect, Physical and Sexual

EMOTIONAL ABUSE

Physical indicators	Indicators in a child's behaviour	Indicators in adult behaviour
<p>Bed-wetting or bed soiling that has no medical cause</p> <p>Frequent psychosomatic complaints (e.g. Headaches, nausea, abdominal pains)</p> <p>Prolonged vomiting or diarrhoea</p> <p>Has not attained significant developmental milestones</p> <p>Dressed differently from other children in the family</p> <p>Has deprived physical living conditions compared with other children in the family</p>	<p>Suffers from severe developmental gaps</p> <p>Severe symptoms of depression, anxiety, withdrawal or aggression</p> <p>Severe symptoms of self-destructive behaviour – self harming, suicide attempts, engaging in drug or alcohol abuse</p> <p>Overly compliant; too well-mannered; too neat and clean</p> <p>Displays attention seeking behaviours or displays extreme inhibition in play</p> <p>When at play, behaviour may model or copy negative behaviour and language used at home</p>	<p>Constantly calls the child names, labels the child or publicly humiliates the child</p> <p>Continually threatens the child with physical harm or forces the child to witness physical harm inflicted on a loved one</p> <p>Has unrealistic expectations of the child</p> <p>Involves the child in “adult issues”, such as separation or access issues</p> <p>Keeps the child at home in a role of subservient or surrogate parent</p>

NEGLECT

Physical indicators	Indicators in a child's behaviour	Indicators in adult behaviour
<p>Inappropriate dress for the weather</p> <p>Extremely dirty or unbathed</p> <p>Inadequately supervised or left alone for unacceptable periods of time</p> <p>Malnourished</p> <p>May have severe nappy rash or other persistent skin disorders or rashes resulting from improper care or lack of hygiene</p>	<p>Demonstrates severe lack of attachment to other adults</p> <p>Poor school attendance or school performance</p> <p>Poor social skills</p> <p>May steal food</p> <p>Is very demanding of affection or attention</p> <p>Has no understanding of basic hygiene</p>	<p>Fails to provide for the child's basic needs, such as housing, nutrition, medical and psychological care</p> <p>Fails to enrol a child in school or permits truancy</p> <p>Leaves the child home alone</p> <p>Is overwhelmed with own problems and puts own needs ahead of the child's needs</p>

PHYSICAL

Physical indicators	Indicators in a child's behaviour	Indicators in adult behaviour
<p>Unexplained bruises, welts, cuts, abrasions</p> <p>Unexplained burns</p> <p>Unexplained fractures or disclosures</p>	<p>Is wary of adults or of a particular individual</p> <p>Is violent to animals or other children</p> <p>Is dressed inappropriately to hide bruises or other injuries</p> <p>May be extremely aggressive or extremely withdrawn</p> <p>Cannot recall how the injuries occurred or gives inconsistent explanations</p>	<p>May be vague about the details of the cause of injury and the account of the injury may change from time to time</p> <p>May blame the accident on a sibling, friend, relative or the injured child</p> <p>Shakes an infant</p> <p>Threats or attempts to injure a child</p> <p>Is aggressive towards a child in front of others</p> <p>May delay in seeking medical attention for a child</p>

SEXUAL

Physical indicators	Indicators in a child's behaviour	Indicators in adult behaviour
<p>Torn, stained or bloody underclothing</p> <p>Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area</p> <p>Blood in urine or faeces</p> <p>Sexually transmitted disease</p> <p>Unusual or excessive itching or pain in the genital or anal area</p>	<p>Age-inappropriate sexual play with toys, self, others</p> <p>Bizarre, sophisticated or unusual sexual knowledge</p> <p>Comments such as "I've got a secret", or "I don't like Uncle"</p> <p>Fire lighting by boys</p> <p>Fear of certain places e.g. bedroom or bathroom</p>	<p>May be unusually over-protective of a child</p> <p>Is jealous of a child's relationships with peers or other adults or is controlling of the child</p> <p>May favour the victim over other children</p> <p>Demonstrates physical contact or affection to a child which appears sexual in nature or has sexual overtones</p>

Recording and notifying Oranga Tamariki of suspected child abuse or neglect chart

What process to follow	For example,	Key considerations
i. Recording	<p>Formally record:</p> <ul style="list-style-type: none"> ● Anything said by the child ● 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 concerns) ● The action taken by your centre ● Any other information that may be relevant 	Relevant information can inform any future actions
ii. Decision-making	Discuss any concern with the centre manager/supervising teacher or designated person for child protection	No decisions should be made in isolation
iii. Notifying authorities	<p>Notify Oranga Tamariki promptly if there is a belief that a child has been or is likely to be abused or neglected.</p> <p>A phone call to the National Contact Centre (0508 Family / 0508 326459) is the preferential initial contact with Oranga Tamariki as this enables both parties to discuss the nature of the concerns and appropriate response options.</p> <p>Phone: 0508 326459 e-mail: contact@ot.govt.nz</p>	<p>Oranga Tamariki will:</p> <ol style="list-style-type: none"> 1) Make the decision to inform the parents or caregivers in consultation with your centre 2) Advise what, if any, immediate action may be appropriate, including referring the concern to the Police
iv. Following the advice of Oranga Tamariki	Oranga Tamariki advice will include what, if any, immediate action may be appropriate, including referring the concern to the Police	Oranga Tamariki is responsible for looking into the situation to find out what may be happening, whether they need to work with the family or to put them in touch with people in their community who can help

Record of Incident or Allegation

Strictly Confidential

Names of child/ren: _____

Date: _____ Time: _____

What Happened or was alleged? (Be clear, use anatomical words):

How did the teacher manage the behaviour/situation?

How did the child/ren respond?

What action was taken?

Staff involved:

Note taker:

Contacts

Groups that can help

- Barnardos: For family counselling
Call: 0800 227 627
Website: <http://www.barnardos.org.nz/SupportServices/FamilyCounselling.asp>
- Plunket line: For 24 hour help with anything to do with parenting and children under five
Call: 0800 933 922
Website: <http://www.plunket.org.nz/>
- Parent Help: For parent and family support
Call: 0800 568 856
Website: <http://www.parenthelp.org.nz/>
- Oranga Tamariki: 0508 326 459
- Further contact details for agencies and groups that support families can be found on page 46 of 'Working Together'. Copy available in the office, and in the resource download section.

Resources

Documents available to download:

- *Working Together*

This resource is produced by Oranga Tamariki. It includes useful information about identifying possible child abuse and an assessment framework. A copy is also kept in the office.

<http://www.cyf.govt.nz/documents/about-us/publications/27713-working-together-3-0-45ppi.pdf>

- How can I Tell

This booklet is produced by Child Matters. It includes basic information on how to recognise situations where children may be living with violence or abuse. A copy is also kept in the office.

<http://www.versite.co.nz/~2011/15700/>

- Childhood sexual Behaviours

This booklet provides information for parents and staff regarding perceptions and understanding what is normal sexual development and behaviour in children and teenagers. A copy is also available in the office. [Childhood-Sexual-Behaviours.pdf](#)

- What can you do about child sexual abuse?

This leaflet contains information and advice for parents. A copy is also available in the office.

[Parents-leaflet.pdf](#)

Websites

- www.sexualabuse.org.nz
- <http://www.childmatters.org.nz/>
- <http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/keeping#anchor1>
- [safer-recruitment-safer-children.pdf](#)

Alignment with Other Policies

- Personnel policies – Safety checking will be carried out in accordance with the Vulnerable Children Act 2014. This will include: identity verification, an interview, a copy of a c.v. (work history), reference check, a police vet, a risk assessment, and keeping a record of the dated information. Work history will be sought, and previous employers will be contacted. If there is any suspicion that an applicant might pose a risk to children, that applicant will not be employed. Employers have available the: “Safer recruitment Safer Children Guidance for choosing safe people to work with children” booklet
- Outings and excursions policy
- Information & Complaints policy

Relevant Background (including legislation/regulation references)

- Regulation 46 Health and Safety Practices standard: general (1) of the Education (Early Childhood Services) Regulations 2008
- Licensing Criteria for Early Childhood Education and Care Centres 2008
- Child Protection
- Health and safety practices criterion 31 and 32
- Vulnerable Children Act 2014 and associated regulations.

Review

Review annually or when there is a significant change in the area of the policy topic.

Authorised:	CM and Owner
Date:	15/06/2022
Review Date: Next Review	15/06/2025
Consultation Undertaken:	Whānau, staff and management, Ministry of Education (recommendations)