



Collingwood Area School

Together we ride the wave of life long success
Ka eke ngātahi tātou i te ngaru o te angitu

Child Protection Policy

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Rationale

Collingwood Area School (CAS) will not tolerate abuse and will act if we suspect or find out that any person in our community is suffering abuse.

The purpose of this policy is:

- to ensure the well-being and safety of whānau at CAS so they have the best opportunity to reach their full potential.
- to provide our staff and volunteers with the principles and procedures that guide our approach to whānau protection.
- to ensure all adults working or volunteering at CAS provide coordinated and consistent access to support for individuals, families and whānau who are vulnerable or who are living with, or are at imminent or potential risk of neglect, violence, family violence and abuse.

This policy responds to our obligations under the Vulnerable Children Act 2014.

This policy applies to all students, staff, volunteers, visitors, parents, caregivers on the CAS school grounds and must be implemented by all CAS school wide organisations providing services to our community. The intention is that the same safety standards apply across all the organisations and agencies providing services at our school. The policy and procedures will be widely available and must be followed at all times.

The Board delegates responsibility for the management of safeguarding children at CAS to the Principal. The Board retains oversight of child protection standards across the whole school. All service managers of external organisations at CAS are responsible for the implementation of this policy.

Part One Definitions

1. For the purposes of this policy, the **definition of children** in our community is as follows: Children aged 18 and under, and young adults aged over 18 in our community, siblings, or associated children; any child that attends activities on, or visits this campus; or children in the wider community; or associated children.

2. **Child Abuse** means:
The harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect, exclusion or deprivation of any child or young person. It also includes negligent treatment or commercial or other exploitation that results in actual or potential harm to the child's health, survival, development or dignity in the context of a relationship of responsibility, trust or power.

3. A **vulnerable child** is one who is unable to keep themselves safe from harm or who is at risk of not reaching their full potential and achieving their outcomes without services or additional support. Vulnerable children are at risk of significant harm to their well-being now and into the future as a consequence of their circumstances at home, school and community.

4. For the purposes of this policy:
 - a child is aged under 14 years
 - a young person is aged from 14 to 17 years
 - A young adult is aged over 18 years
 - This means that you are legally allowed to contact Oranga Tamariki (OT) or NZ Police with ANY concern, belief or suspicion that a child is being abused or neglected at any time.

5. A **Designated Person** is a person(s) with responsibility for child protection matters and includes: This list will be updated annually in the CAS Emergency Management Plan

6. **An urgent risk** is one where there is concern for the immediate safety of a child or it is not safe for a child to go home. A non-urgent risk is where there is a concern but the immediate safety of a child is not at risk. An accumulation of non-urgent risks may become an urgent risk.

The role of the designated person

The Designated Person is responsible for collating the case management of an identified student who is at risk.

1. Any staff member can present a Report of Concern (ROC) however it must be done in conjunction with a designated person who will follow through with it
2. The Designated Person is responsible for follow up with OT (within 3 weeks) to see what their outcomes and actions are
3. The Designated Person is to create a file and document this information on a timeline. They are the gatekeeper of all information pertaining to the student
4. The Designated Person must report to the Principal with any significant developments

Part 2 How we will safeguard our children

CAS and everyone working at our school will:

1. Provide a safe physical and emotional environment for children at all times
2. Respond appropriately to suspected and actual abuse, neglect and vulnerability of children.
3. Expect all staff or other relevant adults who suspect abuse, neglect or vulnerability to discuss this with a Designated Person. This policy will then be followed.
4. Maintain a shared responsibility between key partners both on and off our campus regarding the welfare of children.
5. Share information in a full, accurate and prompt way to facilitate a child's well-being.

The Principal will:

Review the effectiveness of this policy and procedures annually and/or after any significant event.

1. Provide, at minimum, 2 annual training sessions for all CAS teachers and staff in contact with students, (including administration, support staff, etc) on how to identify and report suspected or actual child abuse, neglect and vulnerability.
2. Train new staff on identifying and reporting suspected or actual child abuse, neglect and vulnerability as part of their orientation.
3. Provide in-depth training for the Designated Persons and others as necessary.
4. Provide a safe physical and emotional environment for all staff, including supervision for staff where necessary.
5. Maintain a system of recording clear and precise notes of all such events promptly.
6. Support access by outside agencies to the child for the purposes of investigation or interview
7. Re-report if new concerns emerge or if concerns have not been responded to.
8. Post a notice in the office area regarding the policy, with a brief summary and how parents and others can obtain a full copy of the document.
9. Post flow chart in appropriate areas throughout the school including CAS Emergency Plan.

Part Three: Child Protection Procedures Overview

Guidelines for reporting: general considerations for all staff who report concerns

Procedures:

1. If you suspect or observe abuse or neglect or have concerns about a child's vulnerability
2. If a child discloses abuse or neglect
3. If you have concerns about the behaviour of a member of staff, volunteer, or external contractor towards a child.

Included in the Appendices:

1. A reporting template
2. A list of Indicators of Abuse to support staff in identifying abuse, neglect or vulnerability
 - Physical Abuse Page 12
 - Emotional Abuse Page 12 - 13
 - Sexual abuse Page 13
 - Neglect Page 13
 - Vulnerability Page 14

Remember:

- The child's safety is always to be the paramount consideration in the reporting process
- Always follow these procedures
- Always seek advice and support from a Designated Person as to the actions to be taken according to this procedure
- Always document your concerns and actions according to this procedure
- Always store information according to this procedure and the school's Information and Privacy Policy

Part Four Guidelines for Reporting Abuse, Neglect or Vulnerability

These are general guidelines for consideration by any person who is reporting concerns.

1. Is the child at risk now? Are they safe to go home?

Assess the immediate risk to the child. Act immediately to secure their safety if necessary (remove to a safe area, call 111, advise a Designated Person of the situation and enlist their support). If you believe it is not safe to go home after school (you can ask the child if they feel safe to go home: if they say “no” this can be relayed to the OT Social Worker as part of the report process). Make a report of concern to OT or police as soon as possible in order to give them time to interview the child at school before the end of the school day. Do not release the child home if it is not safe to do so. If a student cannot go home after school, appropriate CAS Staff will ensure safety of the student in a safe environment until further guidance is received from Police or OT.

2. Who do I report to first?

You **MUST** discuss your concerns with a Designated Person if they are available and a plan of action should be undertaken with the Designated Person. You may contact the school office staff about your concerns if a Designated Person is not available. You may act independently when there are concerns for the immediate safety of the child. Staff retain the right to contact OT if their concerns remain.

OT Education Assist <ul style="list-style-type: none">● main number to use when calling OT nationally● edassist@OT.govt.nz	0508 ED ASSIST 0508 332-774
OT National Call Centre	0508 326-459
OT Nelson - duty social worker	03 989-4200
Nelson Police Detective Sergeant for the Child Protection Team	03 545-9679
Principal Collingwood Area School: Hugh Gully	0273922669

3. Do I inform the family?

This decision can only be made by the Designated Person in consultation with the Principal

Relations with families should be based on honest communication. Decisions on whether to inform the family about a report of concern should take account of whether this leads to: increased risk to the child; likelihood of disengagement by the family, which increases risk to the child; increased risk to the school or self.

4. How do I keep myself safe?

Dealing with allegations of abuse is stressful. It is important to seek support for yourself also. CAS provides access to a counsellor via an Employee Assistance Programme. This is for all staff.

Section A: What to do if you suspect or observe abuse or neglect or if you have concerns about a child being vulnerable, in our community?

<p>Initial Concern Can be anyone at CAS</p>	<ol style="list-style-type: none"> 1. Anyone may suspect or have observed abuse, neglect or vulnerability of a person. See Appendix 3 for definitions. 2. If you have any doubt about the significance of your concerns talk to a Designated Person. Seek advice at any time including from the school office staff. 3. Be aware of the information a Designated Person will require to take action (see Appendix 1).
<p>Risk assessment and management of reporting Designated persons</p>	<ol style="list-style-type: none"> 1. Assess the immediate risk to the child. Is the child safe? Can they go home? Bear in mind the time of day, the urgency of taking action, and the opportunity for OT or Police to talk to the child before the end of the day. 2. Urgent concerns are to be reported to a Designated Person immediately. 3. Any Report of Concern to OT or Police must be done in conjunction with a Designated Person. The exception to this might be if a staff member noted concerns outside of school hours. 4. Decisions around whether to make a report of concern should not be made in isolation and decision-making should be recorded in the school management system 5. Next steps decision-making eg referral to other services and agencies should occur as part of ongoing pastoral management processes. 6. Ensure you have all the information you will require and use the Reporting Template in Appendix 2. 7. Ring OT 0508-326-459 or email via edassist@OT.govt.nz. 8. Teachers must record non-urgent concerns on the school management system, KAMAR within two days of concerns arising. 9. People other than teachers must liaise with the school office admin team who will record non-urgent concerns on the school management system within 24 hours of concerns arising. 10. All anecdotal concerns noted on KAMAR are monitored by Designated Persons.

Section B: What to do if a person discloses directly to you

Who	Action
<p>Initial Disclosure and Risk Assessment</p> <p>Can be anyone on campus</p>	<ol style="list-style-type: none"> 1. Listen to the person as they tell their story. 2. Tell the child they have done the right thing and that you are going to write down what he or she says so you are clear on what they are saying. 3. Your job is not to investigate concerns of abuse or neglect but to record the child's disclosure. DO NOT over-question the child. 4. Record the conversation according to the Gathering Information section in Appendix 1 and CAS Emergency Management Plan (Page 3 Safeguarding Children) 5. Tell the child that you take what they say seriously and you will need to talk to others and get help for them. 6. If you have any doubt about the significance of a child's disclosure talk to a Designated Person. Seek advice at any time including from school office staff. 7. Do not promise anything.
<p>Risk Assessment and Management of Reporting</p> <p>Service managers or Designated Person</p>	<ol style="list-style-type: none"> 1. Assess the immediate risk to the child. Is the child safe? Can they go home? Bear in mind the time of day, the urgency of taking action, and the opportunity for OT or Police to talk to the child before the end of the day. 2. Advise a Designated Person as soon as possible about the child's disclosure and your concerns. Any decision-making about what happens next needs to occur with or by a Designated Person. 3. Any Report of Concern to OT or Police must be done by a Designated Person. The exception to this might be if a staff member noted concerns outside of school hours. 4. Decisions around whether to make a report of concern should not be made in isolation and decision-making should be recorded in the school management system. 5. Next steps decision-making eg referral to other services and agencies should occur as part of ongoing pastoral management processes. 6. Recording of information is to be managed according to Reporting Template in Appendix 1. 7. Ring OT 0508-326-459 or email via edassist@OT.govt.nz.

Section C: What to do if you have concerns about the behaviour of a member of staff, volunteer, or external contractor, towards a person

Who	Action
<p>Initial Disclosure</p> <p>Can be anyone at CAS</p>	<ol style="list-style-type: none"> 1. Any person with concerns about: <ol style="list-style-type: none"> a. abuse or neglect of a child b. unsuitable behaviour towards a child (including offensive language, inappropriate physical contact, poor conduct, inappropriate attitudes to discipline, taking unwarranted photographs) by a member of staff, volunteer, or external contractor must talk to the Principal and only to the Principal. (NB all reference to Principal in this section also applies to the relevant Service Manager of a campus organisation). 2. Where concerns/allegations are about the Principal, the complainant must talk to the Board Chairperson, who will replace the role of Principal and all subsequent steps must be taken with NZSTA involvement. 3. The Principal must inform the Board Chairperson of the concerns/allegations as soon as possible and the two parties must work together to resolve the situation. No one person will have sole responsibility for dealing with both the reporting issue and employment issues.
<p>Seeking further information - Principal</p>	<ol style="list-style-type: none"> 1. The Principal will seek further information from the child according to the procedure “What if a child discloses directly to you?” outlined above. 2. The Principal will seek further information from other parties as required bearing in mind there may be subsequent investigations by external agencies. 3. The Principal must ensure the child’s safety is given utmost priority, but also manage responsibilities around confidentiality and privacy of the adult in question.
<p>Documentation Principal</p>	<ol style="list-style-type: none"> 1. The Principal will clearly document any comments/allegations made and follow-up action taken (this information may be required in Court). 2. All parties will manage information according to the school’s Privacy and Information policy and the relevant employment agreement.

<p>Follow up Principal</p>	<ol style="list-style-type: none">1. Any decision to follow up on a concern/allegation may be made in consultation with: OT, NZ Police, NZSTA, governing body of organisation.2. Consultation with the parties above should include discussion about:<ol style="list-style-type: none">a. the nature of the concern / allegationb. the wellbeing of the childc. assistance sought from outside partiesd. the Board's obligation as employer under the Employment Relations Act (2000).e. timeframe to be followed (re Board's role as employer and possible police intervention)f. ongoing communication3. If the Board pursues the matter as an employment matter then the relevant Complaint's Policy and employee agreement must be followed.4. The employee must at all times be advised of their right to seek support/advice from their union/representative and the Principal/Board Chairperson must maintain good communication with all parties.5. The child concerned must not be exposed to unnecessary risk. The board may contemplate removal of the employee from the school environment subject to the requirements of the applicable employment agreement.
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Appendix 1: Reporting template

This appendix has been provided by the Safeguarding Children Initiative. It spells out what information is needed to make a Report of Concern and to keep accurate documentation for our organisation? The following checklist can be used as a guide to make a Report of Concern:

1. Date and time of contact/conversation with child
2. Name of child and their date of birth
3. Address of child
4. School or activity the child attends
5. Name of GP (if known)
6. Names of other children connected to the child who you are concerned about
7. Name of parent/carers
8. Name and address of the adult who is a risk to the child
9. Car registration (if relevant)
10. Who was present when the incident occurred
11. The place and reason you had contact with the child
12. Evidence / information gathered - note:
 - a. What you have observed
 - b. What the child has said and done
 - c. How the child presents
13. Concerns you hold
 - a. Impact and consequences
 - b. Signs of risk or safety
14. Action plan - next steps
15. Your name and contact details

Gathering Information - make sure you:

- Document disclosures, discussions, decisions as they occur
- Use a Body Map if relevant (see Appendix 4)
- Consider having one person speak to the child while the other takes notes
- Use interpreters if necessary
- Use what/where/who questions and use the TED (Tell, Explain, Describe) model to guide your questions - you can invite the child to 'tell', 'explain', 'describe' their concern.
- Only gather enough information to establish there is a concern and report to OT or police
- Use speech marks to document what was said

For information management purposes keep a record of:

- Initially the Principal is gatekeeper for a Google Doc. Once process is complete, print, delete Doc and file in locked cabinet
- A copy of the Report of Concern
- The time scale: date and time of report, date of review
- Who the report has gone to (their name), the status of the report and OT/police next steps
- Any other follow-up matters

Appendix 2: Indicators of Abuse, Neglect and Vulnerability

This appendix has been provided by the Safeguarding Children Initiative. It outlines the indicators of physical, emotional, and sexual abuse, neglect, and vulnerability, and explains the toxic trio and the effects of cumulative harm.

Physical abuse

Physical abuse is when there is deliberate physical harm inflicted on a child. This includes physical harm inflicted as part of cultural/religious beliefs or practices. Indicators of physical abuse are as follows:

- observed injury
- a change in behaviour
- a child disclosing an incident that has happened to themselves or someone else
- a parent or other person advising you of their concerns
- your own observation of an event
- overhearing conversations of concern.
- behaviour of an adult to a child, including staff, volunteer, parent, stranger, family/whanau
- concerning text or drawings in school work
- when the things you're seeing or hearing don't match the story you have been told
- injuries to places not normally injured in accidents
- soft tissue injuries
- injuries with particular patterns
- delays in presentation/ seeking treatment
- frightened of parents or a particular adult in or out of school
- reluctant to go home
- abuse and cruelty to animals
- behavioural extremes

Emotional abuse

Emotional abuse is a pattern of behaviour that attacks a child's emotional development and sense of self-worth. Emotional abuse can occur alone, but is always present in every type of abuse. Indicators of emotional abuse are as follows:

- Put downs
- Humiliation
- Rejection
- Ignoring
- Threats
- Unrealistic expectations
- Child becomes the parent
- Witnesses domestic violence
- Insecure attachments
- Low self esteem
- Bedwetting/soiling – no medical cause
- Aggressiveness
- Impaired school performance
- Overly compliant
- Models negative language and behaviour

- Depression, extreme anxiety, changes in mood
- Obsession or phobias
- Attention seeking and seeking comfort/attention from strangers
- Not mixing well with peers
- Sleep or speech disturbance
- Negative statements about self
- Extreme shyness or passivity

Sexual abuse

Acts or behaviours when an older/ more powerful person uses a child or young person for a sexual purpose/forcing or enticing them to take part in sexual activities/ to behave in sexually inappropriate ways.

Indicators of sexual physical abuse are as follows:

- Pregnancies
- Sexually transmitted diseases
- Injuries to genital area
- Inappropriate sexual knowledge for developmental age
- “Acting out” with other children
- Difficulty walking or sitting
- Excessive preoccupation with sexual matters inappropriate for developmental age
- Sexually provocative /seductive with adults
- Unexplained stomach pains
- Concerning/Inappropriate bed sharing arrangements
- Sleep disturbances
- Eating disorders

Neglect

Neglect is the most common form of abuse and is one of the hardest forms of abuse to detect as it can be always present, ongoing and normalised for a child, family, community, social class or ethnic group.

Neglect is the failure to provide for the child’s basic needs such as housing, nutrition, adequate supervision, medical and psychological care and education. Neglect can seriously impair a child’s health, physical and intellectual growth and development, social functioning, relationships and educational progress. The effects of neglect may not be as obvious as physical abuse, but are just as serious and can have a devastating impact for the child when they reach adulthood.

Neglect can be divided into 5 categories:

1. **Physical neglect** is the failure to provide the necessities to sustain the life or health of the child
2. **Supervisory neglect** is the failure to provide developmentally appropriate or legally required supervision of the child, leading to an increased risk of harm
3. **Emotional neglect** is failing to provide adequately for a child’s emotional/psychological and developmental needs.
4. **Medical neglect** is the failure to seek, obtain or follow through with medical care for the child or young person resulting in impaired function/development
5. **Educational Neglect** is about keeping a child away from school and not providing them with alternative learning opportunities.

Vulnerability

A vulnerable child is one who is unable to keep themselves safe from harm or who is at risk of not reaching their full potential and achieving their outcomes without services or additional support. Vulnerable children “are at risk of significant harm to their well-being now and into the future as a consequence of the environment in which they are being raised, or educated and in some cases, due to their own complex needs.” There may be warning signs that the child is becoming at risk of harm. Recognising vulnerability is one way of identifying children needing help or support early, well before their health, future potential and well-being is compromised.

There are a range of risk factors that may indicate vulnerability in a child. A risk assessment model lists risk factors for child abuse and neglect where number 1 is the highest level of risk. Where there are multiple risk factors present, the risk to the child increases proportionally.

1. History of previous abuse or neglect or suspected abuse or neglect
2. Domestic Violence
3. Parent is indifferent or intolerant of the child or report the child as particularly troublesome
4. Severe social stress
5. Severe isolation and lack of support
6. Parents abused as children
7. Alcohol and drug use
8. Mental illness including post natal depression in parent
9. Young Parent – under 20 years old
10. Frequent changes of address - more than two over the last twelve months
11. Frequent changes of school
12. At risk family actively avoiding contact with health care providers or family support agencies
13. truancy or school exclusion
14. behavioural problems
15. poor emotional, social or coping skills
16. poor mental health
17. learning difficulties
18. specific disabilities
19. low aspirations or low self-esteem
20. poor family support or problems in the family
21. friends or family members involved in risky, antisocial or criminal behaviours
22. deprivation or poverty
23. family instability
24. drug or alcohol misuse
25. not being in education, employment or training
26. homelessness

Toxic Trio

There is an increased risk to a child when he or she is living with the “Toxic Trio.” They are likely indicators of increased harm to children and young people.

- Domestic abuse
- Parental mental ill health
- Substance misuse

If you know or suspect the three toxins are present in the family or environment in which the child lives day to day then concerns should be acted upon.

Cumulative harm

Children may often be able to overcome and even learn from single or moderate risks, but when risk factors accumulate, children’s capacity to survive rapidly diminishes. Cumulative harm may be caused by an accumulation of circumstances and events. Many parents of neglected children are also suffering from the effects of cumulative harm. The unremitting daily impact of these experiences on the child can be profound and increasing, and diminishes a child’s sense of safety, stability and wellbeing. Cumulative harm can be overlooked and normalised for that child or family. An accumulation of adversities can continue into adult life.

Appendix 3: Putting this policy in context for CAS

This Child Protection Policy sits within a broader policy and procedural framework to ensure safety of all children and adults at CAS

Cultural Safety, Equity and Inclusion

CAS includes, values and respects every individual at our school. We know that our students come with a range of abilities, and from diverse family, cultural and ethnic backgrounds. We:

- Consciously develop strong inclusive values in our students
- Support our students and their families to feel safe
- Consistency in staff expectation of student behaviour

Good Employment Practice

CAS acts at all times to be a good employer and has robust policies, procedures and practices around:

- Safe recruitment of staff including police vetting and identity checking
- Codes of conduct - for school staff and external contractors
- Responding to complaints
- Staff wellbeing
- Professional development and training
- EAP

Reporting concerning behaviour

CAS meets legal obligations around:

- Reporting to the Teachers Council and Protected Disclosures

Cyber-safety

CAS manages cybersafety risk through policies, procedures and practice around:

- Digital citizenship
- Use of personal devices on campus
- Cybersafety agreements with students and their families

Information sharing and guidance

CAS understands its legal obligations around the sharing and use of personal information under the Privacy Act and manages this through robust policies, procedures and practice around:

- privacy and information sharing
- standards of documentation, information collection, and photography of children

Environmental risk

CAS manages environmental risk through:

- Provision of a safe physical environment
- Management & recording of injuries and incidents

Partnership and Collaboration

CAS promotes campus-wide safety through:

- Healthy relationships with all organisations providing services at CAS
- Robust legal documentation for any companies working at CAS

Behaviour Management of Children

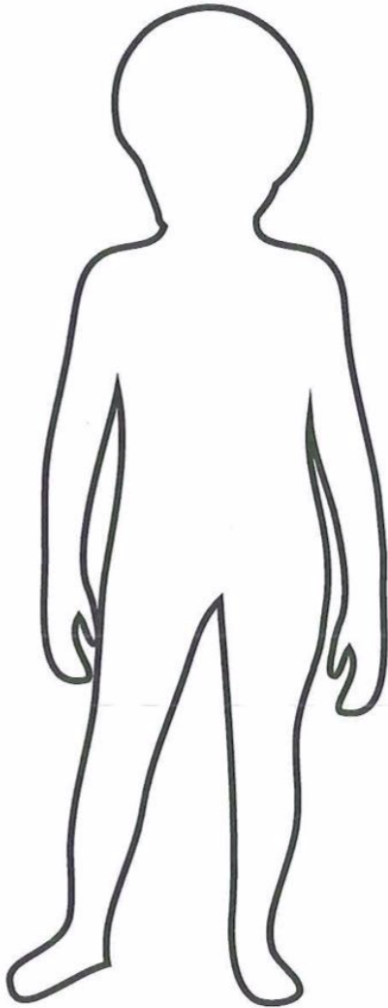
CAS prioritises the safety and wellbeing of its students through:

- effective and consistent school-wide behaviour management

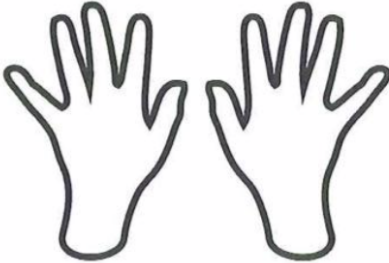
Ongoing Review

CAS is committed to: ongoing self-review of the implementation/effectiveness of all policies, procedures, practices

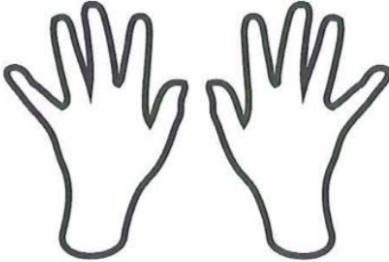
Appendix 4: Body Map



FRONT



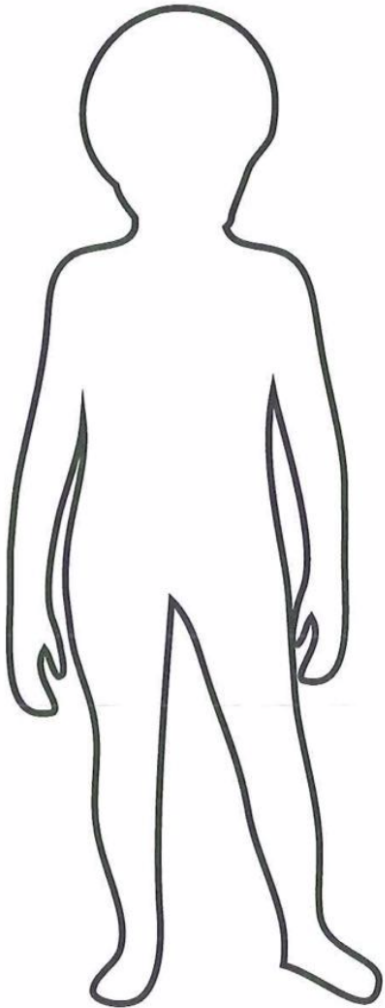
PALMS



BACK OF HANDS



FEET



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Appendix 5: Acknowledgements

- 1. Victory Primary School and Nelson Intermediate Safeguarding Children Policy formed the base for Collingwood Area School Policy**
- 2. Safeguarding Children's Initiative that lead the writing of Victory and Nelson Intermediate's Policy**

Review Date	March 2024
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BOT		Principal	
Date	March 2021		