



Child Protection Policy

This policy outlines the board's commitment to child protection and recognises the important role and responsibility of all our staff in the protection of children. It includes the board's expectations when child abuse is reported or suspected by us. All staff members (including contractors and volunteers) are expected to be familiar with this policy, its associated procedures and protocols and abide by them.

The board of trustees has an obligation to ensure the wellbeing of children in our care so they thrive, belong and achieve. We are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority. Advice will be sought through appropriate agencies in all cases of suspected or alleged abuse.

In line with section 15 of the Children, Young Person and Their Families Act, any person in our school/kura who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually) ill-treated, abused, neglected, or deprived must follow school procedures and may also report the matter to a social worker or the local police.

Although ultimate accountability sits with the board, the board delegates responsibility to the principal to ensure that all child safety procedures are implemented and available to all staff, contractors, volunteers and parents. Therefore, the principal must:

1. Develop appropriate procedures to meet child safety requirements as required and appropriate to the school
2. Comply with relevant legislative requirements and responsibilities
3. Make this policy available on the school's internet site or available on request
4. Ensure that every contract, or funding arrangement, that the school enters into requires the adoption of child protection policies where required
5. Ensure the interests and protection of the child are paramount in all circumstances
6. Recognise the rights of family/whānau to participate in the decision-making about their children
7. Ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect, deal with disclosures by children and allegations against staff members and are able to take appropriate action in response

It is important to be aware that children can harm other children. These behaviours are outside the normal range and can extend to bullying, violence or sexual assault.

Therefore when a child alleges inappropriate harmful behaviour by another child then the child protection procedures outlined in this policy and procedures must be followed for both children.

8. Support all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure child protection policies are understood and implemented
9. Promote a culture where staff feel confident they can constructively challenge poor practice or raise issues of concern without fear of reprisal
10. Consult, discuss and share relevant information, in line with our commitment to confidentiality and information sharing protocols, in a timely way regarding any concerns about an individual child with the board or designated person
11. Seek advice as necessary from NZSTA advisers on employment matters and other relevant agencies where child safety issues arise
12. Make available professional development, resources and/or advice to ensure all staff can carry out their roles in terms of this policy
13. Ensure that this policy forms part of the initial staff induction programme for each staff member

Reviewed _____ BOT Chairperson

April 2017

Next Review 2019

Strathmore School Child Protection Information and Procedures

a. Signs of potential abuse: (see also “How Can I Tell”)

Concern	Examples
<i>Physical signs</i>	Unexplained injuries, burns, fractures, unusual or excessive itching, genital injuries, sexually transmitted diseases
<i>Behavioural concerns</i>	Age-inappropriate sexual interest or play, fear of a certain person or place, eating disorders/substance abuse, disengagement/neediness, aggression
<i>Developmental delays</i>	Small for their age, cognitive delays, falling behind in school, poor speech and social skills
<i>Emotional abuse/neglect</i>	Sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm
<i>Allegation or disclosure</i>	Child/young person talking about things that indicate abuse

b. Signs of potential neglect: (see also “How Can I Tell”)

Concern	Examples
<i>Physical signs</i>	Looking rough and uncared for, dirty, without appropriate clothing, underweight
<i>Behavioural concerns</i>	Disengagement/neediness, eating disorders/substance abuse, aggression
<i>Developmental delays</i>	Small for their age, cognitive delays, falling behind in school, poor speech and social skills
<i>Emotional abuse/neglect</i>	Sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm
<i>Neglectful supervision</i>	Out and about unsupervised, left alone, no safe home to return to
<i>Medical neglect</i>	Persistent nappy rash or skin disorders or other untreated medical issues

Responding to suspected child/young person abuse or neglect

The process of responding to suspected child/young person abuse or neglect is detailed in the Flowcharts in Appendix One to this policy.

If a child/young person is in immediate danger, contact the Police immediately.

Staff /volunteers/contractors will report all suspicions or observed incidents or reports of incidents to the Principal as soon as possible. If there is clear evidence or reasonable cause to believe child/young person abuse or neglect has occurred, staff /volunteers/ contractors, or the Principal will notify Child Youth and Family (phone 0508 326 459).

Strathmore School will always consider the recommendations of statutory agencies, including Child, Youth and Family and the Police. We will only inform families/whānau about suspected or actual abuse after we have discussed this with these agencies.

When responding to suspected child/young person abuse or any concerning behaviour, staff/volunteers/ contractors will document their observations, impressions and communications. Staff/volunteers/ contractors and the Principal will ensure that any such documentation will be kept secure and confidential.

The Principal will ensure that the person making the incident report/observation/ allegation is aware of and has access to a copy of this policy.

The Flowcharts in Appendix One specifically address what to do if the alleged abuser is a staff member, volunteer or contractor of Strathmore School. Staff /volunteers/contractors involved in cases of suspected child/young person abuse are entitled to have support. We will maintain knowledge of such individuals, agencies and organisations in the community that provide support.

1. Confidentiality and information sharing

Strathmore School 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 Principal.

Staff /volunteers/contractors should be aware that the Privacy Act 1993 and the Children, Young Persons, and Their Families Act 1989 (CYPF Act) allow information to be shared to keep children or young people safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the CYPF Act 1989, any person who believes that a child or young person 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.

2. Training

Strathmore School is committed to maintaining and increasing staff /volunteer/contractor awareness of how to prevent, recognise and respond to abuse/neglect through appropriate training. Strathmore School will seek to deliver appropriate training as required, using Staff meetings and/or other training platforms to achieve this policy.

As part of their training, new staff /volunteers/contractors are made aware of the policy on child/young person protection.

Additional Resources:

- Child, Youth and Family's has developed the *Working Together* guide on inter-agency working to identify and respond to potential abuse and neglect:

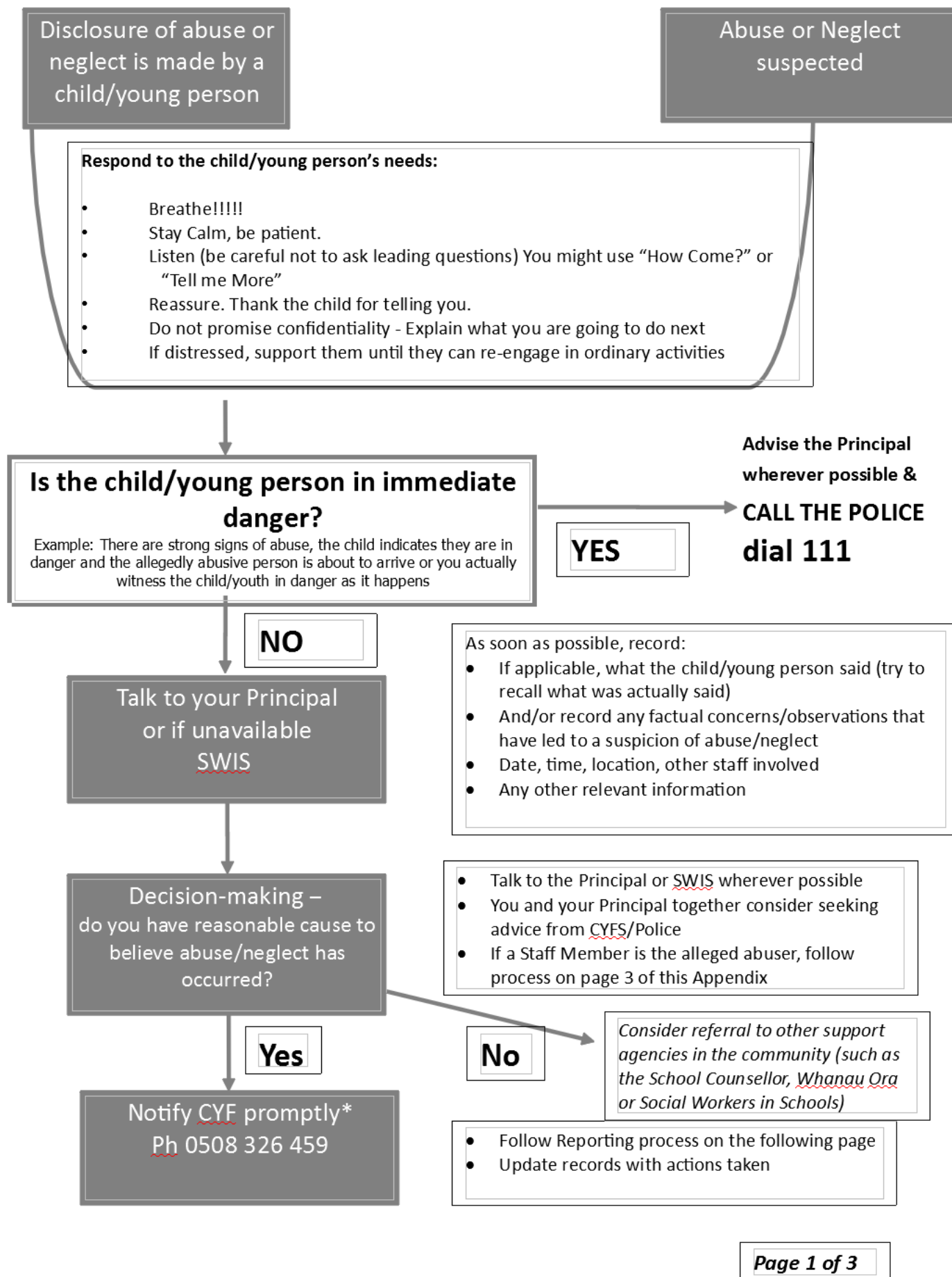
<http://www.cyf.govt.nz/documents/about-us/publications/27713-working-together-3-0-45ppi.pdf>

- The Ministry of Health has also made guidance available in the health sector:

<http://www.health.govt.nz/our-work/preventative-health-wellness/family-violence/family-violenceguidelines> ;

<https://www.health.govt.nz/system/files/documents/pages/child-abuse-neglect-policy.pdf>

Appendix One: Responding to Suspected Child/Young Person Abuse or Neglect



GATHER INFORMATION

Ensure you have a full report from the person who identified the abuse. Offer them support. Ideally get them to sign the report. Tell them what actions you will take.
Discuss with NSO CYPO

REPORT ABUSE

Ring CYF on 0508 326459 and tell them:

- Your name, organisation, role and contact details
- Name of child/young person (also known as/nicknames)
- Date of birth (if known)
- Ethnicity (if known)
- Name of caregivers, parents and other family members, and current living situation
- Current legal custodians
- Reasons why it is believed that the child/young person has been abused / neglected
- Any other significant background information
- Any concerns for your physical safety in making this notification

ASK WHAT HAPPENS NEXT – get timeframe

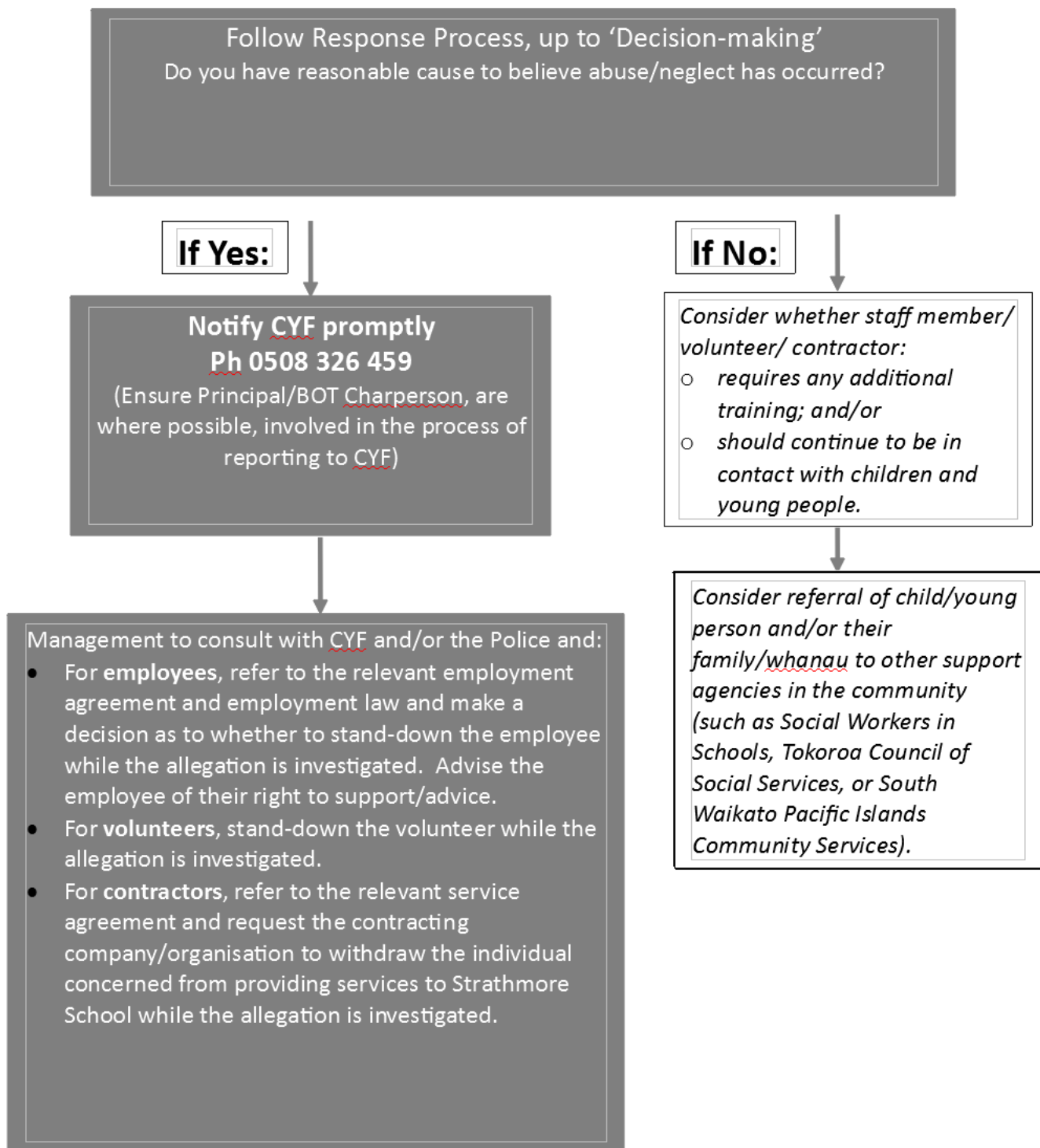
NEXT STEPS

- Work with CYF to decide how and when parents/caregivers are told
- Work with CYF to communicate next steps to the child/young person
- While the child/young person is in your care, ensure he/she is not at risk of being further abused

SUPPORT THOSE IN NEED

Attend to healing of your community and get support for yourself

When the Alleged Abuser is a staff member /volunteer/contractor



Definitions:

- **Child** – any child aged under 13 years.
- **Young Person** – any young person aged 13 to 19 years
- **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.
- **Child/Youth Protection Officer** – the designated person responsible for providing advice and support to staff members/contractors/volunteers where they have a concern about an individual child/young person or who want advice about child/young person protection policy.
- **Staff Member**– any employee of FYD or one of its Licensed Community Partners.
- **Volunteer** – a volunteer for FYD or one of its Licensed Community Partners
- **Contractor** – an contractor to FYD or one of its Licensed Community Partners
- **Disclosure** – information given to a staff member/contractor/volunteer by a child/young person, parent or caregiver or a third party in relation to abuse or neglect.
- **Child, Youth and Family Services (CYFS)** – the government department responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children and young people found to be in need.
- **New Zealand Police** – the agency responsible for responding to situations where a child/young person is in immediate danger and for working with CYFS in child/young person 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/young person or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.
- **Sexual abuse** – any acts that involve forcing or enticing a child/young person 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/young person to perform such acts on the perpetrator or another, involvement of the child/young person in activities for the purposes of pornography or prostitution.
 - **Non-contact abuse:** exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual 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/young person can also be emotional abuse.
 - Exposure to family/whānau 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, food and clothing).
 - Emotional (not providing comfort, attention and love).
 - Neglectful supervision (leaving children or young people 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).

BEHAVIOUR POLICY

Strathmore School is a PB4L school.

Positive Behaviour for Learning (PB4L) School-Wide is made up of practices and organisational systems that help schools to develop a positive social culture. It is an evidence-based framework that schools adopt that looks at behaviour and learning from a whole-of-school as well as an individual child perspective.

GUIDELINES

1. The Strathmore School Behaviour Matrix is agreed behaviours under the REAL values. The Matrix forms part of the Strathmore School social curriculum.
2. Teachers are expected to use the shared language of PB4L/REAL and teach the behaviour lesson plans developed. Further lessons will be developed on a needs basis.
3. REAL rewards are given to students who demonstrate the agreed behaviours.
4. Define whether the behaviour is Minor or Major using the Strathmore School behaviour chart.
5. Follow the PB4L behaviour flow chart to determine the appropriate response to the behaviour.
6. Restorative meetings are the preferred way of dealing with behaviour.
7. Behaviour across the school is recorded on eTAP either directly by the duty teacher / classroom teacher or via the behaviour form.
8. Data is collated twice a term and lesson plans developed to respond to the behaviour needs and trends.

Keeping it **REAL** at Strathmore School

Expectation	What does it mean?
Respect Whakaute Akangāteitei Fa'aaloalo	We show respect by speaking and acting with courtesy – we are polite and use our manners We look after ourselves, each other, our class and our school
Excellence Hiranga Kite Pakari tikāi Lelei atoatoa	We do the best we can at all times We are on our best behaviour.
Attitude Waiaro Tū Uiga	We make the right choices We own up for our actions and accept consequences We encourage those around us to make the right choice We are good losers We are humble in winning
Leadership Hautū Arataki Ta'ita'i	We lead by being a good example. We show others how to behave We are kind to others and look after each other.

BEHAVIOUR MANAGEMENT PLAN.

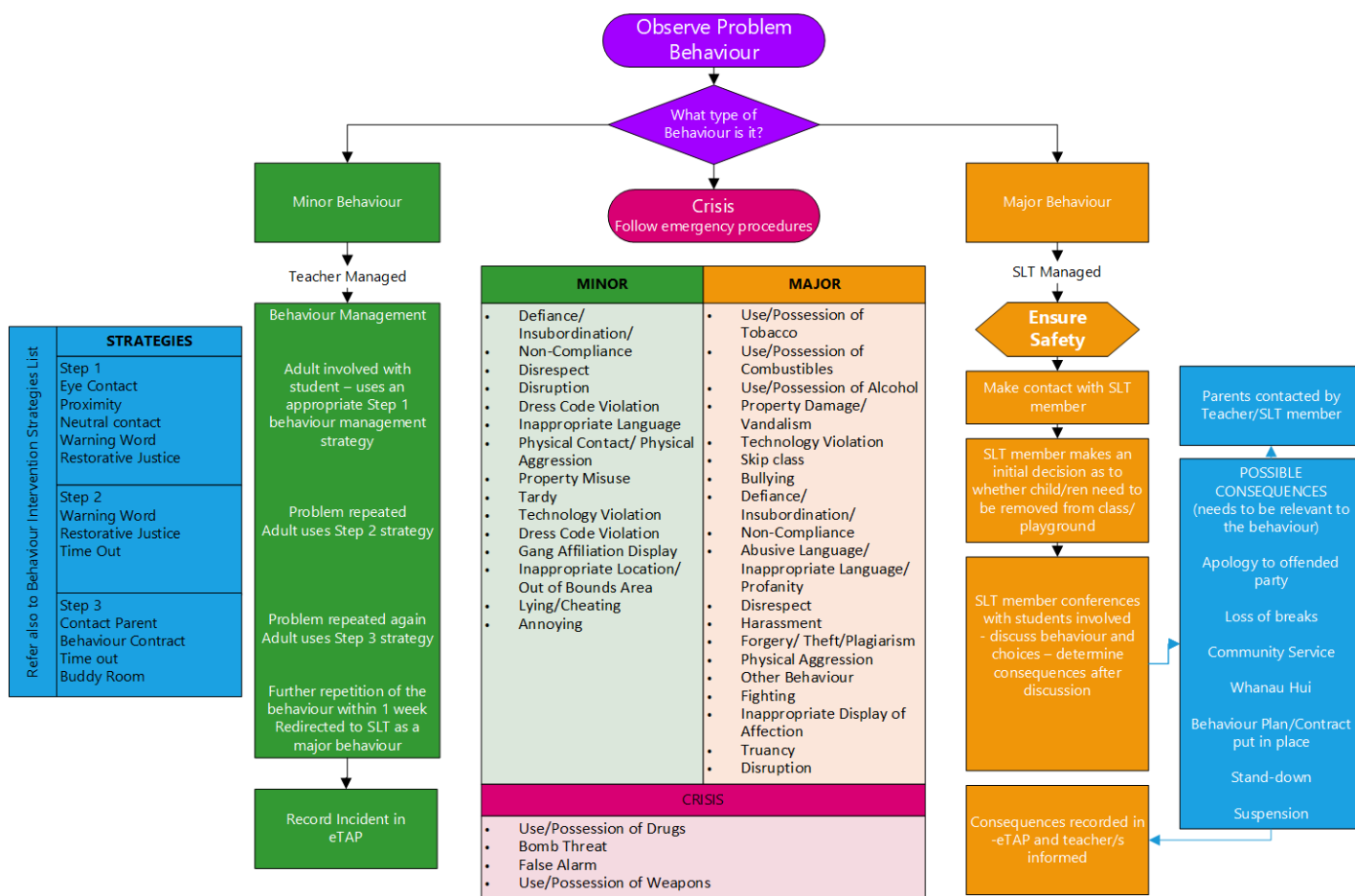
Positive Behaviour is to be fostered by:

- ♦ Effective teaching from a positive teacher who establishes positive relationships with students and has an interesting programme with a class set of rules devised by that class.
- ♦ Curriculum content will provide opportunities for children to build positive relationships, good self-esteem and sound social skills.
- ♦ A bright, attractive playground with lots of equipment, facilities, activities, students encouraged to play happily together and pro-active staff on active supervision.
- ♦ Use of Whānau and Deputy Whānau leaders.
- ♦ Rewarding positive behaviour

Individual Programmes and Strategies for Very Difficult Students

Principal, parents, teacher and any other relevant specialists meet to discuss problem and what strategies are to be used. Programme/Contract is worked out, written down and a copy given to all involved.

STRATHMORE SCHOOL BEHAVIOUR MANAGEMENT FLOWCHART



Use of Physical Restraint Policy

Rationale

Serious situations can arise in schools where a student or students risk harm to themselves or others. School staff require safe ways to potentially manage dangerous situations.

Purpose

To protect the well-being of staff and students.

- 1.0 To provide guidelines for the use of physical restraint when it is seen as a last resort.
- 2.0 To provide staff with guidelines and ideas for de-escalating serious situations.
- 3.0 To record any incidents of physical restraint and provide for debriefing of these incidents.
- 4.0 To provide a clear pathway for complaints.
- 5.0 To monitor the emotional impact of such an event on staff and students.

Guidelines

Procedures for the use of physical restraint will be made based on the Ministry of Education's "Guidance for New Zealand Schools on Behaviour Management to Minimise Physical Restraint."

- 1 All school staff and volunteers working in the school will be made aware of these procedures and the requirement to follow these procedures
- 2 Where physical restraint has had to be used a report on the prescribed form will be made and the Ministry of Education notification report completed and sent to the Ministry.
- 3 Parents will be informed when their child has had to be physically restrained.
- 4 Parents who have concerns regarding the restraint of their child should meet with the Principal who will refer them to the school's complaints policy if there is no successful resolution.
- 5 Staff authorised to use physical restraint will take part in training in safe responses. This will be offered to other staff in addition.
- 6 Guidelines for monitoring children and staff involved in physical restraint incidents will be included in procedures.

Procedures

PHYSICAL RESTRAINT

Teachers should use the following techniques to try to avoid having to use physical restraint.

Preventative Techniques:

This is about relationship building, and is particularly important for students who regularly present with high risk behaviours.

- 6.0 Attempt to understand the student and try to learn the signs of stress or unhappiness.
- 7.0 Respect the student by: demonstrating that you are there to help; being reasonable; providing choices and compromise while maintaining authority.
- 8.0 Preserve the student's dignity. This may mean dealing with things in private. Do not mock or treat the matter lightly.

De-escalation Techniques:

Create space and time: remove the audience; provide physical space; name the emotion calmly (e.g. "I can see that you are very frustrated"); wait.

- 7 Communicate calmly and quietly (even when the student is loud).
- 8 Monitor your own body language and provide opportunity for the student to move out of the situation with dignity.
- 9 When appropriate, give the student clear choices and/or directions, to help them feel more secure and regain control.
- 10 If escalation occurs move further away, have an exit plan and send for help if necessary.

What may escalate the behavior?

Threatening the student.

- 9.0 Arguing or interrupting.
- 10.0 Contradicting what the student says – even if they are wrong.
- 11.0 Challenging the student.
- 12.0 Trying to shame the student.

If the above techniques are not successful teachers will follow the guidelines below

Use physical restraint only when:

There is 'imminent danger of physical injury.' This can be to the student themselves or others.

Preventative and de-escalation techniques have not reduced the risk of injury.

Match the physical restraint to the situation:

Use only where justifiable.

- 11 Use the minimum force necessary.
- 12 Use only for as long as is necessary.

Examples of "imminent danger":

- A student moving in with a weapon or something being used as a weapon with a clear intent to harm another person.
- 13.0 A student physically attacking another person, or is about to.
 - 14.0 A student throwing furniture (for example), throwing equipment, breaking glass close to others.
 - 15.0 A student putting themselves in danger e.g. running on the road, or trying to harm themselves.

Examples which do not represent “imminent danger”:

- Refusal behaviours.
- 13 Disruptive behaviour that does not put another person in danger of being hurt.
- 14 Verbal threats.
- 15 Defiant behaviour.
- 16 A student wanting to leave without permission.
- 17 A student damaging property, unless this could cause injury.

Guidance if you have to use physical restraint:

- Ideally, physical restraint should only be used by staff trained in its safe use, and trained in emergency first aid.
- 16.0 If there is no one with training nearby, and you feel you can use physical restraint safely – both for yourself and the student – use your judgement and intervene.
 - 17.0 If you do not have the skills or confidence, remove the other students and call for help.
 - 18.0 Call the police when a student cannot be managed safely and the imminent danger to students, staff or themselves remains after all alternatives have been explored.

Do not use these restraints:

- Any restraint that inhibits breathing.
- 18 Any restraint that inhibits speaking or the main method of communication e.g. sign language if this is the student’s main method to communicate.
- 19 Prone (face-down) physical restraint.
- 20 Pressure points and pain holds.
- 21 Tackling, sitting, lying or kneeling on a student.
- 22 Pressure on the chest or neck.
- 23 Hyperextension (bending back) of joints.
- 24 Headlocks.
- 25 Using force to take/drag a student, who is resisting, to another location.
- 26 Restraint when moving a student from one place to another – trying to get them into a van or taxi, for example – when they are in an escalated state, as this may escalate them further.

Monitoring:

- Monitor continuously while applying the restraint, and stop as soon as the danger has passed.
- 27 Monitor the staff member and student for the rest of the school day. Watch for shock, unnoticed injuries and delayed effects, physical or psychological.

Contact Parents:

- Contact parents or caregivers on the same day, as soon as possible after the incident, so they can monitor their child’s wellbeing at home. The Principal will do this.

On the same day:

- Fill out a Physical Restraint Incident Report, discuss this with the Principal, and file a copy with the Principal. (If the Principal is unavailable, see the Deputy Principal or Assistant Principal.
- 28 Complete a MoE Incident of Physical restraint form and email to physical.restraint@education.govt.nz
- 29 The Principal (or their proxy) is to contact the parents.

If needed within two school days of the incident:

- Hold a formal staff debriefing of the incident. Involve any MoE or RTLB practitioners if they are part of the student’s team. Involve the Police if they were called to the incident.
- Hold a formal debriefing with the Parents (or caregivers) and the student.
- The Principal is to decide if the MoE need to be asked for support and assistance.

Individual Behaviour Plan:

- If the student is on an Individual Behaviour Plan, or it is felt that one is required, then arrange a meeting with all stakeholders to attend to this, as soon as possible.

Complaint:

- If any student, parent or caregiver is dissatisfied with the way an incident has been handled, they are encouraged to follow the school’s complaints procedure.
- **This is available upon enquiry at the office.**