



ROSMINI HOUSE

St Peter's College • Gore High School

Identifying, Supporting and Protecting Children

In accordance with The Vulnerable Children's Act 2014

August 2020

- Child Protection Policy
- Identifying suspected abuse and neglect Procedure
- Responding to suspected abuse and neglect Procedure
- Recruitment, screening and vetting Procedure

Supporting Documents

- Relationships and Ill treatment Procedure
- Dormitory Procedure
- Surrender and Retention procedure
- Health Procedure
- Discipline Procedure
- Professional Learning and Development Procedure
- Visitors Procedure
- Employee Drug and Alcohol Testing Policy
- Individual Employment Agreements
- Job Descriptions
- Employee Participation Procedure (Health and Safety)

Child Protection Policy

Purpose

To protect the safety and promote the wellbeing of children and young persons who are receiving services from any staff member of Rosmini House, or are associated with adults who are receiving services from, any staff member of Rosmini House.

Scope

This policy applies to all staff and should be used wherever abuse or neglect is suspected or identified, regardless of whether the child is a client of Rosmini House.

Policy principles

- The rights, welfare and safety of the child/ tamariki, young person/rangatahi are our first and paramount consideration.
- Services should contribute to the nurturing and protection of children and advocate for them.
- Services for the care and protection of children are built on a bicultural partnership in accordance with the Treaty of Waitangi.
- Māori children/tamariki, young persons/rangatahi are assessed and managed within a culturally safe environment.
- Wherever possible the family/whānau, hapu and iwi participate in the making of decisions affecting that child/tamariki young person/rangatahi.
- All staff are to recognise and be sensitive to other cultures.
- Staff are competent in identification and management of actual or potential abuse and/or neglect through the organisation's policy and procedural structures and education programme.

Organisational commitment to child protection

Our leadership team will ensure:

- There are organisation-wide policies for the appropriate response to, and management of, child abuse and neglect.
- That the child protection policy and procedures comply with legislative requirements, the principles of the Treaty of Waitangi, MoE and ERO audits, and best practice standards.
- Organisation-wide procedures exist to provide appropriate, adequate support for, and supervision of, staff affected by child abuse and neglect.

All employees of our organisation have responsibility for the safe management of identified and suspected child abuse and neglect. Those responsibilities include:

- To be conversant with our Child Protection Policy and related policies.
- To understand the statutory referral processes and management of identified or suspected abuse and neglect.
- To attend ongoing professional learning and development appropriate to their area of work.
- To seek advice when child abuse is suspected or identified.
- We have appointed a Child Protection Coordinator (Director of Boarding) whose responsibilities include:
 - o Review the Child Protection Policy and procedure as required in conjunction with the Board and other stakeholders
 - o Coordinate a system-wide response to child abuse and neglect.

- o Develop a professional learning plan to ensure staff have appropriate development available cyclically.
- o Ensure documentation tools are in place and accessible to staff for the recording of care and protection concerns,
- o Ensure audit and evaluation tools are in place to assess child protection policy, processes and practice,
- o Ensure regular audits of child protection practice occur in line with the self-review schedule
- o Access and provide resources required to support the programme and make these available for staff, students and whanau.
- o Develop functional internal and external relationships with key stakeholders (government, local government and community-based organisations).
- o Provide support and advice to staff regarding child abuse and neglect.

This policy will be on display on the school website and published in the annual boarder's handbook. Brochures and resources pertaining to accessing support and interventions for child abuse and neglect are stored in the office adjoining the Director of Boarding office.

Definitions

Child abuse refers to the harming (whether physically, emotionally or sexually), ill treatment, abuse, neglect, or serious deprivation of any child/tamariki, young person/rangatahi (Section 14B Children, Young Persons, and Their Families Act 1989).

This includes actual, potential and suspected abuse.

- *Physical abuse* – any acts that may result in physical harm of a child or young person.
- *Sexual abuse* – any acts that involve forcing or enticing a child to take part in sexual activities, including child sexual exploitation, whether or not they are aware of what is happening.
- *Emotional abuse* – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development.
- *Neglect* – the persistent failure to meet a child's basic physical or psychological needs, leading to adverse or impaired physical or emotional functioning or development.

Oranga Tamariki - Ministry of Vulnerable Children – 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 imminent danger and for working with Oranga Tamariki - Ministry of Vulnerable Children in child protection work, including investigating cases of abuse or neglect where an offence may have occurred.

Relevant Legislation

- Vulnerable Children Act 2014
- Care of Children Act 2004
- Privacy Act 1993
- The United Nations Convention on the Rights of the Child (UNCROC)
- Children, Young Persons, and Their Families Act, 1989
- Domestic Violence Act 1995
- Victims' Rights Act 2002

Anita Williamson



Chairperson

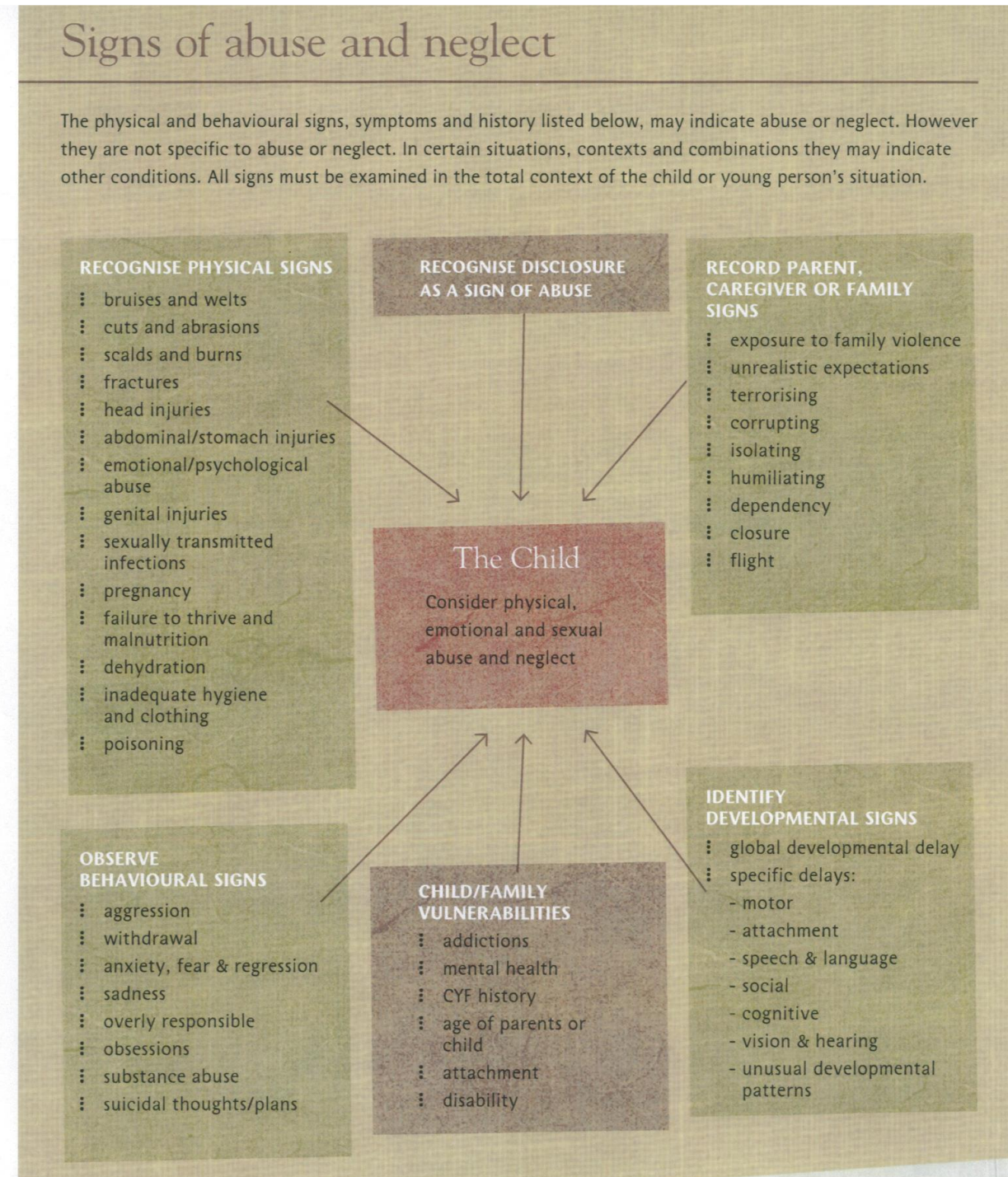
Date: 19/10/2021

Next review date: August 2022

Suspected Child Abuse – Identification Procedure

Information on identifying possible abuse or neglect is detailed in 'Working together to keep children and young people safe. An Interagency Guide' (Child Youth and Family Services 2011, Working Together).

This document should be read in conjunction with this policy on an annual basis. The 'Signs of abuse and neglect' resource (Child Youth and Family Services) below provides a summary of this document.



Every situation is different and it's important to consider all available information about the child and their environment before reaching conclusions. For example, behavioural concerns may be the result of life events, such as parental divorce, accidental injury or the arrival of a new sibling etc.

Responding to suspected abuse or neglect - Procedure

You see a child being abused, OR you observe signs of abuse in a child, OR a child reports being abused

RESPOND TO THE CHILD'S NEEDS

- Ensure the child is safe from immediate harm. Call the Police if the child is in immediate danger
- Attend to any physical or emotional distress in the child – seek medical support if need be.
- Listen, reassure, record

Are you a
staff
member?

IMMEDIATELY INFORM THE CHILD PROTECTION OFFICER Director of Boarding

If the suspected abuser is this person, inform the Chair of
St Peter's College Hostel Board of Directors

Are you the
Child
Protection
Officer

Call the Police
if there is
immediate
danger

PREPARE A WRITTEN RECORD

Record – not in onBoard – on paper

- Date, time and place of observation/reporting of abuse
- Names of anyone present
- What the child says – exactly
- Any physical, emotional or behavioural signs of abuse

Child Protection Officer – Director of Boarding

GATHER INFORMATION

Gather the full report from the person who identified the abuse. Offer them support, this may include external supervision, or other agreed outcomes. Inform them of what actions are intended.

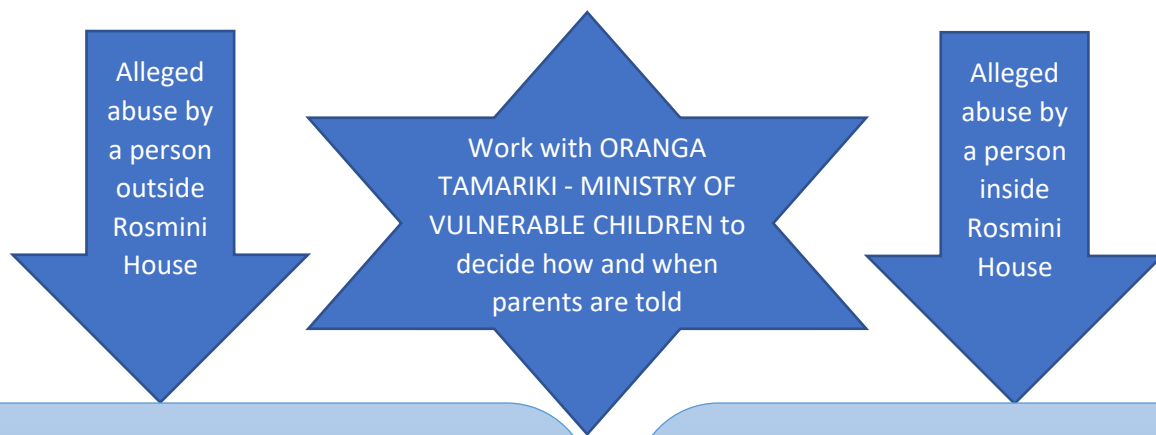
Seek guidance from the School Councillor 03 208 9061 ext 705

Ring ORANGA TAMARIKI - MINISTRY OF VULNERABLE CHILDREN (0508 326 459) and discuss concerns. ORANGA TAMARIKI - MINISTRY OF VULNERABLE CHILDREN will indicate as to whether a formal notification is required.

REPORT ABUSE

Ring ORANGA TAMARIKI - MINISTRY OF VULNERABLE CHILDREN on 0508 326 459 and tell them: (If it is an emergency, ring the Police)

- Your own name
- Name of child/children (also known as/nicknames)
- Date of Birth
- Ethnicity
- Name of caregivers, parents and other family members and current living situation
- Current legal custodians
- Reasons why it is believed that the child has been abused
- Other significant background information
- Any concerns for your physical safety in making this notification



Outside Rosmini House

- You are most likely to suspect abuse is by a parent but you cannot assume this. If you are concerned about the child going home, tell ORANGA TAMARIKI - MINISTRY OF VULNERABLE CHILDREN or the Police.
- While the child is at Rosmini House ensure the child is not at risk of being further abused.
- Consider what other supports can be placed around the child

Inside Rosmini House

- Maintain a close liaison with ORANGA TAMARIKI - MINISTRY OF VULNERABLE CHILDREN/POLICE and discuss any future actions with them first
- Discuss the disclosure process with Police, and appropriateness of worker remaining on premises.
- Recommend the suspected abuser seeks legal advice.
- Ensure records are kept of any comments or event relating to the complainant(s) and/or allegations and follow up action is taken and documented.
- Seek employment and legal advice whilst following Individual Employment Agreements procedures.

Responding to a child when the child discloses abuse – Supporting Notes

| | |
|---|--|
| 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: <ul style="list-style-type: none"> • 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). Do not make promises that can’t 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. |
| As soon as possible formally record the disclosure | Record: <ul style="list-style-type: none"> • Word for word, what the child said. • The date, time and who was present |

Supporting Notes:

- No decisions should be made in isolation. Employees as per procedure need to consult with the Child Protection Officer who in turn will consult other professionals where needed.
- Oranga Tamariki - Ministry of Vulnerable Children is responsible for looking into the situation to find out what may be happening, whether our organisation needs to work with the family/whānau or put them in touch with people in their community who can help.
- Oranga Tamariki - Ministry of Vulnerable Children will make the decision to inform the parents or caregivers, in consultation with our organisation. Advise what, if any, immediate action may be appropriate, including referring the concern to the Police.
- Our organisation commits 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 concern the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

Recruitment, screening and vetting Procedure

1. The following checks will be completed for all people St Peter's College Hostel Limited is seeking to employ or engage as a children's worker.
2. Where Contractors, or other workers not directly employed enter Rosmini House Premises, or have unsupervised contact with students at Rosmini House, that Company/Employer must attest to having screened and vetted under the Vulnerable Children's Act their employees and they are fit to enter the premises. Written evidence of this must be cited, copied and kept on file.
3. Where Contractors/Employers other than St Peter's Hostel Limited cannot verify that their employees have been screened and vetted under the Vulnerable Children's Act they are prohibited from entering the premises until this has been completed.

Summary of the checks required - The table below summarises the checks required for:

- New children's workers – anyone applying for a role as a children's worker.
- Existing children's workers – anyone currently employed by an organisation whose checks are being brought up to the required standard.
- Rechecks – the three-yearly rechecking for each person an organisation intends to continue to employ.

For each part of the check a link to more detailed information is provided.

| Parts of the safety check | | New | Existing | Recheck |
|---------------------------|---|-----|----------|---------|
| 1 | <p>Identity confirmation, either by:</p> <ol style="list-style-type: none"> 1. Use of an electronic identity credential (e.g., the RealMe identity verification service), and a search of personnel records to check that the identity has not been claimed by someone else; OR 2. Following the prescribed regulatory process by: <ol style="list-style-type: none"> 1. Checking an original primary identity document. 2. Checking an original secondary identity document. 3. Checking an identity document that contains a photo, or by using an identity referee. 4. Searching personnel records to check that the identity has not been claimed by someone else. | Y | Y | Y |
| 2 | An interview of the potential children's worker. | Y | | |
| 3 | Obtaining and considering a work history , covering the preceding 5 years. | Y | | |
| 4 | Obtaining and considering information from at least one referee . | Y | | |
| 5 | Seeking information from any relevant professional organisation or registration body including (but not limited to) confirming their registration status. | Y | Y | Y |
| 6 | Obtaining and considering information from a New Zealand Police vet , unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that that registration or certificate is current). | Y | Y | Y |
| 7 | Evaluation of the above information to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role. | Y | Y | Y |

St Peter's Hostel Limited VCA Screening and Vetting Checklist

NAME:

DATE:

| | | |
|---|--|--------------------------|
| 1 | <p>Identity confirmation, either by:</p> <p>Following the regulatory process to provide confidence that:</p> <ul style="list-style-type: none"> • The identity exists (ie that it is not fictitious) by checking an original primary identity document. • The identity is a 'living' identity and the potential children's worker uses that identity in the community by checking an original secondary identity document. • The potential children's worker links to the identity either by checking an identity document that contains a photo, or by using an identity referee. • Searching personnel records to check that the identity has not been claimed by someone else. | <input type="checkbox"/> |
| 2 | <p>An interview of the potential children's worker.</p> <p>The interview may be conducted via telephone or other communications technology.</p> | <input type="checkbox"/> |
| 3 | <p>Obtaining and considering a work history, covering the proceeding five years, provided by the potential children's worker.</p> | <input type="checkbox"/> |
| 4 | <p>Obtaining and considering information from at least one referee, not related to the potential children's worker or part of their extended family.</p> | <input type="checkbox"/> |
| 5 | <p>Seeking information from any relevant professional organisation, licensing authority, or registration authority, including (but not limited to) confirmation that the potential children's worker is currently a member of the organisation, or currently licensed or registered by the authority.</p> | <input type="checkbox"/> |
| 6 | <p>Obtaining and considering information from a New Zealand Police vet, unless at least three-yearly New Zealand Police vetting is already a condition of the potential children's worker holding professional registration or a practicing certificate (and the specified organisation has confirmed that the registration or certificate is current).</p> | <input type="checkbox"/> |
| 7 | <p>Evaluation of the above information to assess the risk the potential children's worker would pose to the safety of children if employed or engaged, taking into account whether the role is a core children's worker or non-core children's worker role.</p> | <input type="checkbox"/> |

ASSESSOR

Signature