

Student Protection Policy

Safeguarding & Child Protection

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1. Dilworth's Statement of Commitment to Child Safety

Dilworth School provides educational and residential boarding services to approximately 550 tamariki/children and rangatahi/youth aged between 10-18 years during any given year.

Dilworth School is committed to providing a safe, caring, and nurturing boarding environment and school climate to ensure the wellbeing and prevent the harm of tamariki, rangatahi, their whānau/family and staff. This is our single greatest priority and responsibility.

The key principles that form the foundation of our practices and policies are collaboration, safety, choice, empowerment, cultural competency, and trustworthiness.

We provide opportunities for students to participate in decisions that affect their lives and actively involve tamariki, rangatahi and their whānau in building an open, aware and safe community.

Dilworth is open, aware, and alert to potential risks to tamariki/rangatahi and takes immediate action when issues are identified. There is zero tolerance for abuse of any kind. We expect all stakeholders to report any allegations, disclosures or concerns for the safety and wellbeing of tamariki/rangatahi. All staff across all levels and irrelevant of working hours (e.g. volunteers, casual, part or full-time and contractors) are required to adhere to and abide by the Student Safety Code of Conduct.

We seek, value and respect diverse representation, views and experiences in tamariki/rangatahi and encourage individuality and choice.

Tamariki/Rangatahi are empowered and encouraged to speak up and speak out against abuse, knowing that the adults are listening, will act and that the tamariki/rangatahi will not be penalized in any way for doing so.

All services provided by Dilworth for the safety and wellbeing of tamariki/rangatahi adhere to the principles of partnership, protection and participation; and the rights and responsibilities accorded by Te Tiriti o Waitangi. A safe school environment ensures that tamariki/rangatahi and staff are culturally safe.

We are committed to regular and ongoing education and training on child safety and wellbeing for the Trust Board, staff and volunteers.

2. Purpose

The foundation of our policy framework is children's rights. This ensures our commitment to embedding children's rights into policy, practice, and culture, as well as the empowerment and participation of students and their whānau/families being captured and advocated in all that we do and how we do it. This policy serves several purposes. However, its primary purpose is to drive efficient, effective and safe practice in upholding and implementing our student's rights to safety and protection.

3. Scope

Our safeguarding and child protection requirements apply to:

- All those engaging with Dilworth, e.g. students, families and other stakeholders.
- All staff representing Dilworth. Inclusive of whether that person has direct or in-direct contact with students.
- All our programmes, services and environments, including those utilising online platforms or E-Technology.



A CHILD/YOUNG PERSON

As per the Children's Act 2014, we recognise a child or young person as someone aged from 0-18 years.

We mostly use, 'young person' for those aged 14 years or over.

Where applicable we include those 18 years or older when meeting additional [Children's Act 2014](#) definitions.

Dilworth Students reflect an age range of 10 – 18 years.



STAFF

We define "Staff" as any person serving, working at or representing Dilworth School or Dilworth Trust Board. Inclusive of whether that person is in a paid, voluntary or contracted position; a permanent or temporary role and a teaching or non-teaching position.

Due to the nature of being a school, it is also irrelevant whether that person is in a direct or non-direct student facing position.

4. Values

It is also reflective of all of Dilworth's values:

Compassion <input checked="" type="checkbox"/>	To help, empathise with, care about and embrace differences.
Excellence <input checked="" type="checkbox"/>	To apply and challenge yourself to be your best in all areas.
Integrity <input checked="" type="checkbox"/>	To apply and challenge yourself to be your best in all areas.
Respect <input checked="" type="checkbox"/>	To treat others with courtesy, to honour, and to care about yourself, others and the environment.
Service <input checked="" type="checkbox"/>	To use one's strengths and abilities for the benefit of others.

5. Principles

While not exclusive, our safeguarding and child protection requirements reflect the following principles:

- A zero tolerance for child abuse and neglect.
- Our belief safeguarding is a shared responsibility.
- Our commitment to developing and maintaining a safeguarding culture that safeguards everyone.
- Us taking every measure possible to ensure Dilworth is a safe school.
- Applying our responsibility to work collaboratively with child protection services when identifying or responding to known or suspected abuse and/or neglect concerns.
- Being advocates for children's rights.
- Being legally compliant and exceeding these requirements where possible by promoting safeguarding best practice.
- Being student-focused and centred in all that we offer and support.
- Being inclusive and valuing equity and diversity.

6. Legislation and Guidance

The Children's Act 2014 is the primary New Zealand legislation guiding our institutional child protection responsibilities, particularly those relating to staff safety checks and our child protection policy requirements (this policy). However, as well as being an Accredited Child Safe School and our safeguarding commitment and culture being informed by our accreditation, our requirements are also informed by various New Zealand and International legislation.

6.1 International Legislation

Under the [United Nations Convention on the Rights of the Child 1989 \(UNCRC\)](#) and the [Human Rights Act 1993](#), all people have the right to protection from risks of harm, abuse and neglect. Dilworth takes the implementation and advocacy of these rights seriously, and child rights are at the very core of our policy framework.

6.2 New Zealand Legislation

The [Children's Act 2014](#) is the primary New Zealand legislation guiding institutional child protection responsibilities. However, we exceed these requirements by implementing child safeguarding holistically and to an accredited level. **Other relevant legislation and guidance** underpinning our child safety practices and safeguarding culture includes but are not exclusive to:

<u>Crimes (Child Exploitation Offences) Amendment Act 2023</u>	Section 131AB Grooming for sexual conduct with young person amends the <u>Crimes Act 1961</u> and came into effect 12 th April'23. Relates to any person over 18yrs and their conduct with a person under 16yrs or believed to be under 16yrs, and it is immaterial whether or not a response is made by the young person.
<u>Education and Training Act 2020</u>	The Act came into effect on 1 st August 2020, it incorporates and replaces the Education Acts 1964 and 1989 and implements changes from the Education Work Programme.
<u>Employment Relations Act 2000</u>	Details protection requirements around employee recruitment, selection, employment and engagement. It prescribes a “Good Faith” relationship between the Employee and Employer.
<u>Harmful Digital Communication Act 2015</u>	Acknowledges how people can use technology to hurt others and includes 'causing harm by digital communication' as a criminal offence. It aims to prevent and reduce the impact of online bullying, harassment and other forms of abuse and intimidation.
<u>Health and Safety at Work Act 2015</u>	Ensures organisations hold a duty of care for all people accessing and providing our services. This includes protecting people from any unnecessary risk of adversity and/or harm. All possible care must be taken to ensure everybody’s well-being and safety.
<u>Oranga Tamariki Act 1989</u>	The Oranga Tamariki Act 1989 (Children’s and Young People’s Well-being Act 1989) defines child abuse, identifies reporting processes and governs our state care services.
<u>Te Tiriti o Waitangi/Treaty of Waitangi</u>	A constitution promising to protect Māori and Māori culture. Dilworth expects all students, staff and its community to embrace difference and diversity and promote inclusivity, including the rights and responsibilities accorded by <u>Te Tiriti o Waitangi/Treaty of Waitangi</u> . Any failure to do so within the school is a failure to represent Dilworth.
<u>The Privacy Act 2020</u>	Details protection requirements surround gathering, holding, sharing and storing personal information. Principle 11 of the act supports sharing information when concerns relate to a person’s safety or well-being.
<u>The Teaching Council Rules 2016</u>	Details rules and mandatory reporting requirements relating to teacher disciplinary bodies, functions and expected practices and procedures.

7. Equity, Diversity and Inclusivity

As noted in international law and child rights, all children have a right to provisions, participation and protection. The implementation and advocacy of these rights are at the very core of Dilworth’s policy framework. This drives our expectations and standards surrounding students’ engagement, experiences, and safety and wellbeing.

We expect all our Dilworth whānau to embrace difference and diversity and promote inclusivity, including the rights and responsibilities accorded by Te Tiriti o Waitangi. Any failure to uphold these expectations is a failure to represent Dilworth.

Any person aware of any breach of these expectations is strongly encouraged to share that information with a Staff Member or any of our dedicated Safeguarding Staff as soon as possible.

8. A Safe Workforce

Dilworth requires all staff and others associated with the school to understand the important responsibility they have to:

- Help protect students from all forms of known or suspected abuse and/or neglect.
- Be alert to any possible indicators and/or incidents of possible abuse and/or neglect occurring within or outside of the scope of our school services and environments.
- Create and maintain a safe culture that is understood, endorsed and put into practice by all who represent Dilworth.

To support us in achieving these objectives and to help promote a safe workforce, we adopt child safe, safer recruitment procedures.

8.1 Child Safe Safer Recruitment:

Under the Children’s Act 2014, Dilworth must meet safety check risk assessment and screening processes when recruiting staff or any person undertaking unpaid work as part of an educational or vocational training course. However, these requirements hold significant gaps, which continue to leave Dilworth exposed to exploitation vulnerabilities. Hence, we demonstrate best practice by implementing child safe, safer recruitment.

Child Safe Safer Recruitment means Dilworth’s recruitment, selection and onboarding processes incorporate and expand on the Children’s Act 2014 requirements. This best practice model ensures safeguarding is captured through all recruitment stages and helps us in seeking to select those who have values and behaviours consistent with safeguarding. Child Safe Safer Recruitment expands on current requirements by:

Child Safe Safer Recruitment Scope	Child Safe Safer Recruitment Processes
<ul style="list-style-type: none"> ■ Applying to all those being employed (staff) or engaged (volunteers, etc.) by Dilworth (irrelevant of whether their position is or isn’t student facing); and ■ Any Contractors whose role (or part of their role) or work environment permits contact with students (although a proportionate representation of safer recruitment may be taken). 	<ul style="list-style-type: none"> ■ Having our safeguarding commitment reflected in position adverts. ■ Position descriptions hold safeguarding responsibilities. ■ We require a completed Application Form for every position. ■ Interview processes incorporating – safeguarding questions and confirmation of ID and the applicant’s right to work in New Zealand. ■ Police screening (upon appointment and renewed ideally biannually, but at no stage exceeding 3 years). ■ Verification of any specific position requirements, e.g. registrations, qualifications, etc. ■ A minimum of 2 references, with reference processes incorporating safeguarding related questions.

Dilworth’s Recruitment, Selection and Onboarding Policy (All Personnel) contains further information on our Child Safe Safer Recruitment processes and requirements. Including but not exclusive to more detail on our risk management processes, including Police Screening requirements (new and renewals) and processes for Executive Staff responding to and recording decisions surrounding any negative results from a Police check.

9. Safeguarding Structure, Roles and Responsibilities

9.1 Safeguarding Structure

As part of our commitment to safeguarding, we have embedded safeguarding within our school structure. This makes sure our objective of safeguarding being across all school environments and persons is met. Although not exclusive, some of our key safeguarding structure developments include:

Safeguarding Committee	Our safeguarding committee represents all working levels and environments of the school. Collectively committee members and subgroups work together to ensure Dilworth demonstrates a safeguarding culture, safeguarding and child protection best practice and continuously improves our student and staff safe practice.
Designated Safeguarding Staff	We also have a Designated Safeguarding Board of Trustees Member and a designated school Safeguarding Officer.
Safeguarding Champions	Our pool of Safeguarding Champions represents all working levels and school campuses. They support our Committee and Designated Safeguarding Staff by implementing our safeguarding culture and being a source of support and guidance for any student, family or staff member who has a safeguarding or child protection worry or support need.
Safeguarding Ambassadors	Going forward, we seek to take forward the engagement of students within our safeguarding structure. As well as our student and family engagement processes and student advisory groups, we aim to integrate Student Safeguarding Ambassadors who can help to support our safeguarding culture on a peer-to-peer basis.

9.2 Safeguarding Responsibilities

All School Staff	<p>All position descriptions reflect the below shared safeguarding responsibilities, and these responsibilities are held to the same regard as all other position responsibilities.</p> <ul style="list-style-type: none">▪ Demonstrate safeguarding as a shared responsibility.▪ Ensure all student engagement is within a safe and inclusive environment (including online platforms).▪ Adhere to all child safety policies, procedures and conduct requirements.▪ Model their Position of Trust, ensuring conduct is as expected and reflective of being a positive role model for students.▪ Support, encourage and enable the voice and participation of Dilworth students and their families in the school's safeguarding culture.▪ Staff are expected to:<ul style="list-style-type: none">○ Complete all safeguarding learning and development within any applicable timeframes.○ Be alert to recognising any possible indicators of vulnerability, abuse and/or neglect.○ Report any child or staff safeguarding or protection concerns.○ Staff are to demonstrate equity, respect and inclusivity across all areas of diversity.
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We recognise the foundations of creating and embedding a safeguarding culture resides with our Executive Staff. Our Executive staff adopt the same child safety responsibilities as all school staff. However, they also have safeguarding responsibilities specific to being in an Executive role.

<p>Board of Trustees</p>	<ul style="list-style-type: none"> ▪ Ensures child safety is a school focus that is adequately resourced and continually improves. ▪ Makes certain child safe practice is addressed at a strategic level. ▪ Endorses key child safety policies, procedures and guidance, making certain guidance are appropriate, relevant, understood and regularly reviewed. ▪ Supports the Headmaster’s implementation and fostering of a safeguarding culture via child safety compliance, policies, procedures and student, family and staff engagement. ▪ Develops school control and compliance systems that ultimately prevent, detect and respond to child safety concerns, including those of possible abuse.
<p>The Headmaster</p>	<ul style="list-style-type: none"> ▪ Prioritise child safety at a strategic and operational level. ▪ Ensures child safety is included in all relevant school plans and documents. ▪ Makes certain all staff are aware of the school’s safeguarding culture and their child safety roles and responsibilities. ▪ Enables adequate human and financial resources to support child safety. ▪ Upholds child safety as accountable school practice and conduct. ▪ Makes sure students with the school are consulted about things that impact them and their voice is heard and respected. ▪ Monitors, manages and continually improves the school’s child safe strategies and culture.
<p>Senior Leadership Team</p>	<ul style="list-style-type: none"> ▪ Reflects and advocates child safety as a shared responsibility. ▪ Promotes child safe practice across the school and specifically within their lead areas. ▪ Drives the engagement and participation of students, families and staff in the school’s child safe culture and practices. ▪ Provides opportunities for staff child safety training, supervision and ongoing support. ▪ Facilitates the ability for the school to be able to monitor, manage and continually improve its child safety culture.
<p>Safeguarding Officer and Champions</p>	<p>Our Safeguarding Officer is the school lead for all aspects relating to safeguarding and child protection, including driving our safeguarding best practice.</p> <p>They are supported by an ever-developing pool of Safeguarding Champions who represent staff across all staffing levels and across all school environments. Full responsibilities are noted within their specific Position Descriptions. However, example responsibilities include:</p> <ul style="list-style-type: none"> ▪ Being the first point of contact for safeguarding and student protection advice and guidance. ▪ Taking the lead for Dilworth responding to any well-being concerns, including working together with families and any applicable external services. ▪ Supporting and driving the implementation and monitoring of our safeguarding culture

10. Safeguarding Induction, Training and Education

To ensure our safeguarding efforts do not remain theoretical, we make certain all Dilworth staff receive mandatory safeguarding induction, training and education to help them gain the knowledge and skills needed to uphold our safeguarding culture and implement our safeguarding expectations.

Dilworth staff are trained in recognising and responding to any known or suspect student or staff safeguarding or protection concerns. Our Child Safety Induction, Training and Education strategy drives our staff's child safety professional development, along with our annual child safety Training Programmes. Collectively, these encompass:

- Mandatory child safety induction processes.
- Mandatory child safety training and refresher training.
- Specialist child safety training for those staff with specific child safeguarding responsibilities.
- Policy briefings on our core child safety policies and procedures.

Further information on our child safety training requirements can be found in Dilworth's Child Safety Induction, Training and Education Strategy and Child Safety Training Programme.

10.1 Staff Supervision, Management and Appraisals

As well as informal opportunities for staff engagement surrounding safeguarding and child protection, e.g. via casual 1-1's, team meetings, etc. The monitoring and evaluation of staff safeguarding and child protection understanding and compliance surrounding our safeguarding culture and child safety policies, procedures and practice is embedded within our staff supervision, management, professional development and appraisal structures and requirements.

11. Engaging Students in Our Safeguarding Culture

At Dilworth, we know a significant risk to organisations is a culture of silence and our biggest safeguard is the voice of our students.

The importance of our students and families being encouraged and empowered on all aspects of their Dilworth experience but particularly on aspects surrounding student safety and wellbeing is a frequent message at the school. Our Student Empowerment and Participation Policy provides further details on how we actively encourage the participation of our students and their families. However, some examples include but are not exclusive to:

- Advocating student's rights to provisions, participation and protection.
- Providing student and family-friendly versions of our safeguarding and child protection guidance.
- Promoting our safeguarding culture and expectations via signage and accessible information (e.g. on our website, within our service information, handbooks, etc.).
- Ensuring students and their families know how to report any complaints, concerns and/or allegations.
- Having student and family groups, e.g. our Student Council, Safeguarding Whānau Group, etc.

For more information please see our Student Empowerment and Participation Policy.

12. Safe Practice

We are passionate about making sure all students and staff enjoy our services and environments safely. Hence we take every step possible to ensure all those representing Dilworth promote safe practice and conduct.

The below requirements support everyone's safety and well-being by promoting conduct that is designed to be in the best interests of all, reflects safe practice and helps to minimise the risks of any practice being open to misunderstanding or bringing into question a person's suitability to be engaged with environments supporting children and young people.

We take our safeguarding conduct expectations and any breaches of these seriously.

Contact With Students

As per the Children's Act 2014 - we recognise 'contact' with students, as including in-person contact or online contact (e.g. online learning, social media, etc.), or contact via technology resources (e.g. email, phones, imagery, etc.).

12.1 Position of Trust

When someone is regarded as part of our workforce, particularly when engaging with students, this reflects Dilworth as trusting them and effectively endorsing them as having a certain level of authority. These components reflect what is known as a 'Position of Trust'. **All those representing Dilworth (staff, volunteers, contractors, students and families, etc.) are considered as being in a Position of Trust.**

As well as any natural relationship power dynamics between adults and students the fact that adults are in a Position of Trust, or between students, when a student is in a Position of Trust or has or is perceived as having power, influence and authority over the other, there is potential for this power or position of influence to be misused to persuade and encourage or intimidate a student into negative behaviours or activities.

Due to the potential for misuse, **it is vital all persons uphold all safeguarding expectations and act as a positive role model.** As well as safeguarding students, this also helps to safeguard staff and Dilworth as a school.

Any person misusing their actual or perceived power, authority or their **Position of Trust or trusted association to Dilworth** to instigate or engage in any abuse or sexual relations, conduct or activity will be regarded as a breaching Dilworth's Position of Trust. This is inclusive of and irrelevant to whether a young person is of a legal consent age and whether concerns relate to adult to student or peer-to-peer. Any known or suspected criminal offences will be reported to the Police and all concerns may be subject to Dilworth's disciplinary actions.

12.2 Student Safety Code of Conduct for Staff

Our Student Safety Code of Conduct for Staff encompasses requirements on physical and verbal conduct and behaviours across all environments (including online and via e-technology resources) and provides further guidance on expectations of practice and conduct. **All staff across all levels and irrelevant of working hours or type of engagement (e.g. volunteers, casual, contractors, part or full-time) are required to adhere to and abide by this Code of Conduct.**

All staff are issued with a copy of and informed how to access our **Student Safety Code of Conduct for Staff** (which is also frequently covered in staff child safety induction, training and education) and students our **Student Safety Code of Conduct** to ensure everyone has the awareness needed to promote and implement the necessary and required professional boundaries and safe conduct.

Our Codes of Conduct are mandatory requirements and students and staff are to always maintain these expectations and appropriate professional boundaries in a manner consistent with this policy and our codes of conduct. Staff are to avoid any engagement and/or behaviour that could be open to misinterpretation and are to report and record any such incidents, should they occur.

Appendix 1 holds our Student Safety Code of Conduct for Staff Summary.

Conduct breaching being in a Position of Trust and/or our Conduct requirements may be subject to disciplinary action up to and including dismissal.

Any breaches of the law will be referred to New Zealand Police.

12.3 Complaints

At Dilworth, we make every effort to ensure all our students receive a positive and excellent service from our school. Should we fail to meet these expectations, students and families are encouraged to share their concern via our **Complaints Procedures**. All relevant staff are trained in our Complaints Suite, including how to respond to complaints, as part of our professional development processes.

We wish for our students and families to feel confident in knowing that no student engagement or opportunity with Dilworth will be placed at risk or impacted negatively because of a student or family member making a complaint, providing negative feedback or by raising any form of a concern. All feedback is welcomed and valued and Dilworth whānau sharing any concerns with us is a valued demonstration of whānau upholding safeguarding as a shared responsibility and being part of our safeguarding culture.

13. Recognising Safeguarding and Child Protection Concerns

Dilworth intends to make certain that all students and staff understand their roles and responsibilities in ensuring the safety of all students, always. When managing any suspected or known harm or abuse, the student's best interests, safety and welfare remains paramount.

Dilworth has specific written protocols for promoting a safe culture and environment for students, preventing any risks of child abuse and responding to any reported concerns, including should a concern relate to a staff member or another student(s). All staff undertake training in recognising child abuse and other types of harm and in applying of our child safety protocols (provided on the staff splash page).

“child abuse means the harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person”.

Section 2, Oranga Tamariki Act 1989

13.1 Categories of Abuse and Possible Indicators

Sometimes students may feel unable to say something or be unable to protect themselves. Each staff member must be aware of and alert to potential indicators of abuse, so we can help to identify any concerns. Dilworth recognises all types of harm and, as per child protection services, notes falling under the four categories of abuse:

Physical Abuse

Sexual Abuse

Emotional Abuse

Neglect

Our primary responsibility relates to Dilworth students. However, our child protection responsibilities encompass all children and young people and may include non-Dilworth students (e.g. students' siblings, friends, etc.).

Appendix 2 notes some types of harm for increased awareness. These are also expanded on in our staff professional development.

Appendix 3 details the Categories of Abuse Definitions and Possible Physical or Behavioural Indicators.

14. Responding To Disclosures

A disclosure is when a person shares information relating to vulnerability, abuse and/or neglect. It can relate to current or historical concerns and can apply to a student's personal environment, a community environment and/or an organisational environment, e.g. within Dilworth. Disclosures can be verbal and non-verbal and there are different types of disclosures, e.g., direct (from the person concerned), indirect (e.g. an indicator) or third-party (via someone else).

Any staff member may identify a concern or receive a disclosure, including a possible allegation against a staff member. It is important these are taken seriously and responded to safely. Unsafe responses hold the potential to increase risks of possible harm for the person disclosing, or others, and/or can risk jeopardising any possible criminal investigations. The following table provides a summary of best practice in responding safely and appropriately to disclosures.

DO	DON'T
<ul style="list-style-type: none"> ✓ Believe the person and take what they say seriously. ✓ Take the person to a safe place, a place of privacy ✓ Listen carefully ✓ Reassure the person, e.g. <i>they are right to tell someone; it's not their fault.</i> ✓ Thank them for telling you. ✓ Tell them you will need to get help. If necessary, explain this may involve telling another staff member. ✓ Report to your Manager, Safeguarding Officer or Head of Campus. ✓ Those parties will consult with the Headmaster and CEO of the Trust Board. ✓ Record in writing on the Incident Form as soon as possible. 	<ul style="list-style-type: none"> ✗ Do not interview or judge. ✗ Do not say anything critical, e.g. '<i>why didn't you tell me sooner.</i>' ✗ Do not jump to conclusions, especially about the abuser. It may be someone still trusted, liked and/or loved by the person. ✗ Do not investigate any concerns (suspected or raised), or ask leading questions, e.g. <i>did this happen at home?</i> ✗ Do not make promises or tell them you will keep anything confidential. ✗ Do not stop them when they are speaking freely (just listen) and do not feel the need to fill any silences. ✗ Do not let anyone who may be involved in the abuse know the young person has said anything to you. If the abuser is unknown, we are to assume this may involve the staff or the young person's parents or guardians. ✗ Do not share details of the disclosure with any other person outside of those involved in the reporting process.

Under no circumstances should a member of staff attempt to investigate or deal with concerns regarding child abuse alone. All incidents, concerns or suspicions must be responded to and reported as per the procedures set out in this policy and our supporting protocols and guidance.

15. Reporting A Concern

Dilworth operates a mandatory internal safeguarding reporting process. This means all staff must report any safeguarding and/or child protection concerns to their Manager or our Safeguarding Officer. Concerns must be treated as a priority and may include but are not exclusive to concerns relating to:

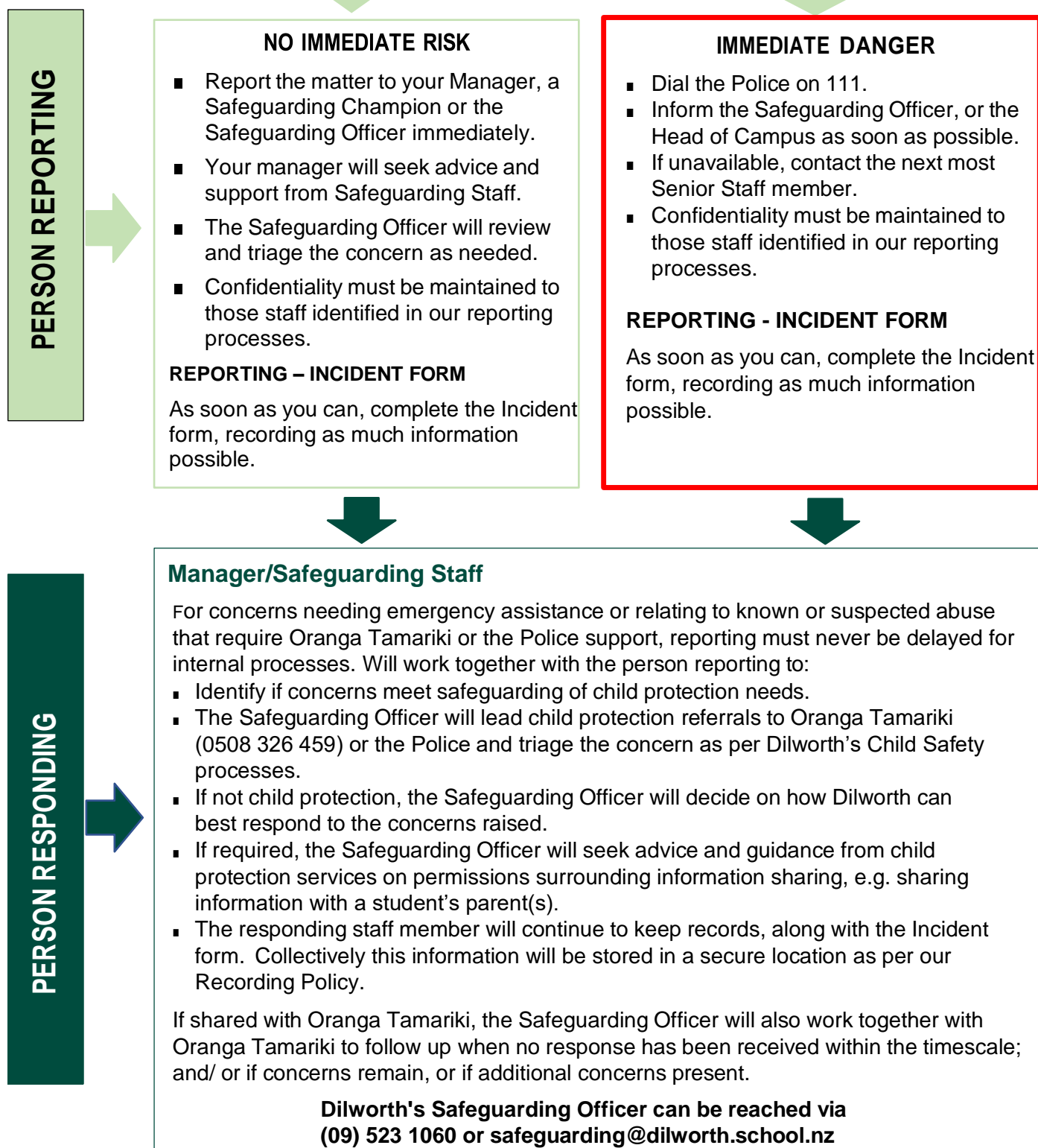
- Peer-to-peer interactions.
- The student's personal or Dilworth environment.
- In places/organisations outside of their family or Dilworth.
- Allegations against the Dilworth staff; or
- Allegations against any other professional.

Managers are to seek advice and support from the Safeguarding Officer, who will then, in accordance with our Child Safety protocols, inform the Headmaster and the Protection and Response Committee (if applicable), which is in place to help the school be able to respond to such issues.

For concerns needing emergency service or statutory body support (e.g. concerns relating to known or suspected abuse requiring a referral to Oranga Tamariki or the Police), reporting must never be delayed for internal processes. **In these circumstances, staff must ensure the safety of all involved persons is prioritised and only implement internal processes once any immediate action has been taken.**

15.1 Worried about a student?

- Stay calm.
- Listen to the person.
- Believe and reassure them they have done the right thing by telling someone.
- If appropriate, use open-ended prompts (Tell, Explain, Describe) to help gain more information.
- Explain to the person that you will need to tell a colleague, so together you can make sure the right help can be identified.



15.2 Right to Refer Concerns to Oranga Tamariki or the Police

In the first instance, we encourage the sharing of any concerns relating to a student or someone representing Dilworth with our Safeguarding Staff or a Staff Member. However, all persons (students, families, staff, etc.) have the right to report any child abuse concerns directly to Oranga Tamariki or the Police. Should any person take this action, if possible, we would welcome being notified of all reports relating to a student or staff member.

15.3 Concerns/Allegations Against Staff

Any information questioning the suitability of our staff or their ability to work safely with students is taken seriously. Any information of this nature will be investigated, no matter if the concern is current, historical, known or suspected. Our safeguarding and child protection procedures are designed to support best practice and reflect our expectations. Whilst not exclusive, any conduct or behaviours applicable to the below would be considered as an allegation against staff:

- Staff have behaved in a way that has harmed or may have harmed a child/young person.
- Staff have possibly committed a criminal offence in relation to a child/young person.
- Staff have behaved towards a child/young person in a manner that indicates they are unsuitable to work with children.

We appreciate that making a disclosure or a complaint against someone who is in a position of authority and/or power is always difficult. The person making the disclosure may reconsider and express a wish to retract their allegation. This is not unusual. At the outset, it must be clearly communicated with the person disclosing that their concern is being taken seriously and will be responded to in accordance with this and other applicable policies. Concerns may be raised in several ways:

1. Via a disclosure (direct, indirect, third-party).
2. Via our complaints processes, e.g. from a student, parent/guardian or whānau member.
3. Reports from another agency; or
4. As an anonymous report.

Concerns may be reported by contacting either:

The Safeguarding Officer - 09 523 1060 or safeguarding@dilworth.school.nz

The Headmaster - 09 523 1060 or d.reddiex@dilworth.school.nz

If relating to the Headmaster we encourage all concerns to be shared with the Chair of the Trust Board or our Designated Safeguarding Trustee.

The Designated Safeguarding Trustee - safeguarding@dilworth.school.nz

The staff member receiving the allegation, will instigate our Investigations Policy. This may also include Dilworth working together with child protection services (Oranga Tamariki, Police) and/or other sector parties for support and/or case management, e.g. Safeguarding Experts, Ministry of Education, Teaching Council, etc.

Throughout this process, Dilworth will take appropriate action for the safety of the student and all other students, ensuring that all allegations are managed immediately, sensitively and expediently within the procedures outlined in this policy and in our Investigation Policy.

15.4 Historical Allegations of Abuse

Dilworth takes all allegations seriously, including any historical allegations, and we have specific policies and procedures in place to support individuals coming forward to share any historical concerns.

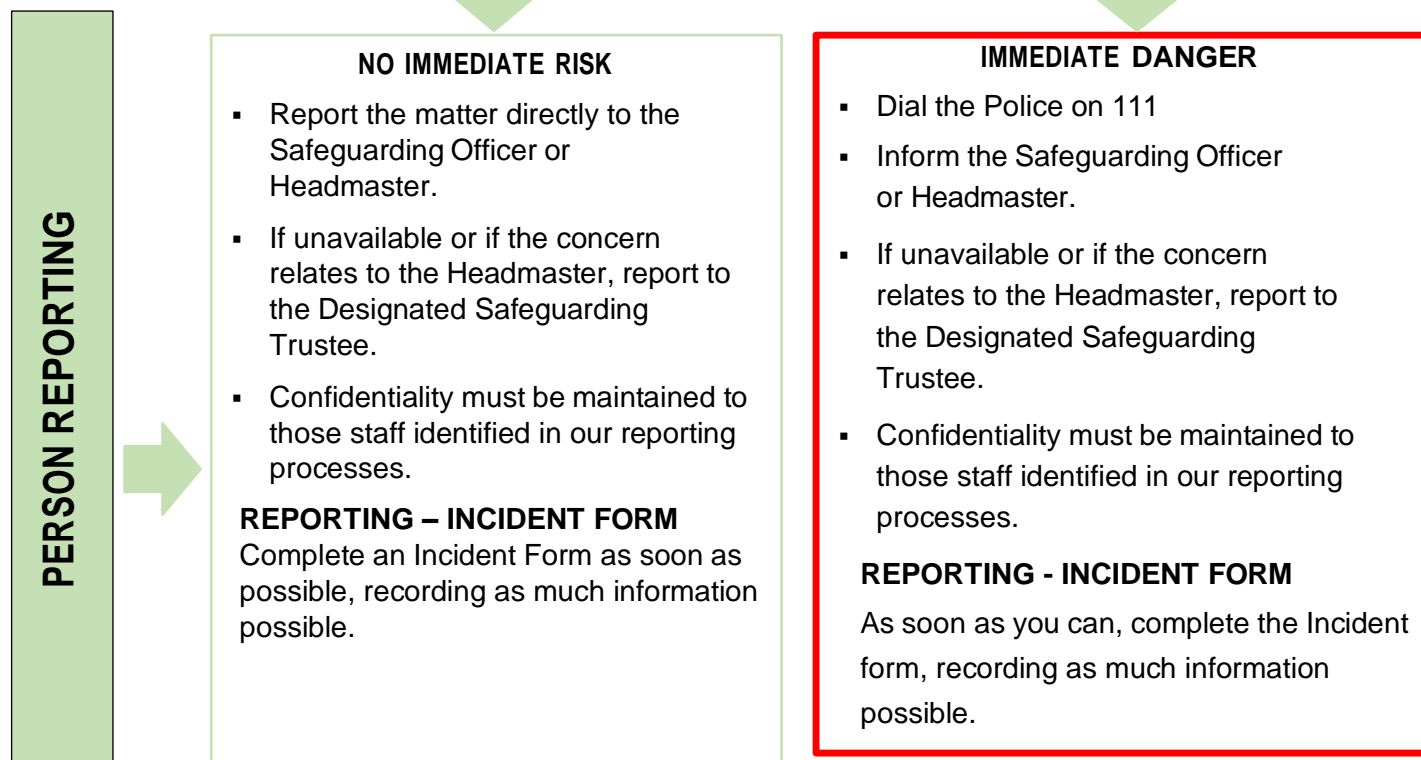
Should an allegation relate to a historical concern, we request the individual wishing to report their concern or the staff member receiving this concern contacts either the Headmaster or Safeguarding Officer directly.

15.5 No Settlement Agreements

- Should a staff member be subject to an allegation and decide to resign or cease to provide their services to us, this will not prevent the allegation from being investigated in accordance with our safeguarding and student protection procedures.
- Dilworth is committed to not using 'settlement agreements' where these are contrary to a culture of safeguarding.

15.6 Worried about a staff member?

- Stay calm.
- Listen to the person.
- Believe and reassure them they have done the right thing by telling someone.
- If appropriate, use open-ended prompts (Tell, Explain, Describe) to help gain more information.
- Explain to the person that you will need to tell a colleague, so together you can make sure the right processes are followed.



Please Contact Either:

The Safeguarding Officer - 09 523 1060 or safeguarding@dilworth.school.nz

The Headmaster - 09 523 1060 or d.reddiex@dilworth.school.nz

The Designated Safeguarding Trustee - safeguarding@dilworth.school.nz

16. Recording Concerns

All child safeguarding information relating to a student or staff member is to be recorded and stored in accordance with Dilworth’s Record Keeping Policy. All physical records are kept in the Headmaster’s office as per our Record Keeping Policy. All safeguarding or child abuse concerns must be recorded on an **Incident Form**. Records should:

- **Be specific** – what is the exact nature of the concern, which category of abuse does it suggest?
- **Reflect the evidence** – what was seen, heard, who said what, when, how?
- **Be precise** – with responses displayed, actions taken, by who, when.
- **Be factual** – noting what has happened, been said or is supported by evidence. They should avoid containing any opinions, and if included, records should clearly reflect these points as opinions.

17. Referring Concerns

Any welfare concerns identified or presented to Dilworth will be explored upon their own individual merit. Our responses will be in accordance with any applicable level of need, consent, information sharing and/or referral needs. We may undertake responses aligned to any of the following intervention levels:

<p>17.1 Early Help:</p>	<p>17.2 Multi-Agency/Community Support:</p>
<p>With consent from the whānau, Dilworth can explore support options that the school can provide directly or signpost/refer families to specific community services. The goal of early help is to help reduce the prevalence and severity of vulnerabilities that have presented and prevent them from becoming ingrained, escalating and/or from being repeated.</p>	<p>Where there is a worry that without support concerns are likely to escalate to become a child protection concern, with consent from the parent/guardian, Dilworth can help the family seek community multi-agency support. The below can help in identifying local support options:</p> <ul style="list-style-type: none"> ▪ Family Services Directory ▪ Oranga Tamariki Children’s Teams

17.3 Child Protection Services:

Concerns indicating known or suspected abuse or neglect must be referred to child protection services (e.g. Oranga Tamariki or the Police). Dilworth may escalate lower-level concerns to child protection services when:

- The Parent/Guardian is failing to acknowledge and/or engage on the identified support needs, and concerns for the child’s well-being and safety remain.
- Current support measures are failing to make a difference, and concerns for the child, other children are continuing or escalating.
- The necessary support and/or multi-agency community structure is not available.

Oranga Tamariki	Police
<p>Oranga Tamariki is New Zealand’s child protection service, who is responsible for investigating and managing concerns relating to suspected or known abuse or neglect.</p> <p>Referrals are made via the Contact Centre (0508 326 459) or email at contact@mvcot.govt.nz Lines are open 24/7. After 5pm and on weekends, social workers are available for emergency situations. However, calls are encouraged as all case needs will be assessed.</p>	<p>Police teams specifically designated to investigating child abuse/neglect cases. They can work with Oranga Tamariki to support the child’s welfare, although their primary responsibilities relate to cases where criminal charges and prosecutions may be applicable.</p> <ul style="list-style-type: none"> ▪ 111 for emergencies ▪ 105 for non-emergencies – ask for the child protection unit.

17.4 Online Safeguarding Concerns

For online concerns, Netsafe can also offer support services. Netsafe is an independent, non-profit organisation focused on online safety. Their free and confidential helpline can help with online bullying, abuse and harassment.. [Netsafe](#) – 0508 NETSAFE (0508 638 723) or email queries@netsafe.org.nz

18. Sharing Information and Confidentiality

Privacy Act 2020 – Principle 11 – Disclosure of Personal Information

Principle 11 states that an organisation may only disclose personal information in limited circumstances. This includes when a disclosure is necessary to avoid endangering someone's health or safety.

Dilworth has a responsibility to know when and how to share appropriate information with external agencies to protect the safety and wellbeing of students.

Giving information to better protect students is not a breach of confidentiality. Wherever possible, the family/whānau will be made aware of any student safety concerns. Their consent will be sought to share any information with others to seek support for the student.

Should a refusal of consent have a subsequent effect of escalating the level of concern for the young person, the school would then inform the parent/guardian that due to concerns being welfare related, we still have a responsibility to share this information.

It would be **unsafe or inappropriate for us to share concerns** with a parent/guardian or the young person directly when:

- Sharing information may increase the risk of harm to the person concerned, staff or others.
- It is unclear who is/has caused any suspected abuse.
- Doing so may impact any possible child protection investigation.
- Specialist child protection services have advised us not to share concerns at that stage.

19. Policy Monitoring and Reviews

- This Student Protection Policy is subject to Dilworth's review process for key policies and guidance. These review processes include student, family and staff consultation.
- We aim for this policy to be reviewed annually. However, at no stage will a review period exceed 3 years from its last review.
- Circumstances that may trigger an earlier or additional review include but are not limited to - legislative changes, organisational changes, incident/case learnings, etc.
- All student, family and staff consultation data, case learnings and sector developments are utilised to inform our policy and procedural reviews.

20. Other Applicable Policies and Procedures

This Student Protection Policy aligns with and supports the below Dilworth policies and procedures. Further guidance outside of any specific safeguarding points relating to these workplace elements can be found within these other policies and procedures.

- Child Safety Training and Education Policy
- Complaints Suite – Policies & Procedures
- Disciplinary Rules and Procedures
- Historical Allegations Policy
- Incident Form
- Investigation Policy.
- Protected Disclosures Policy
- Recruitment, Selection and Onboarding Policy
- Student Code of Conduct
- Student Safety Code of Conduct for Staff

Appendix 1

Student Safety Code of Conduct for Staff Summary

Our Staff DO	Our Staff DO NOT
<ul style="list-style-type: none"> ✓ Only commence active duties once all child safe safer recruitment elements are complete and satisfactory. ✓ Uphold Dilworth's child safety policies and procedures at all times, in particular our Student Protection Policy. ✓ Complete all required child safety induction and training. ✓ Promote child rights and demonstrate safe practice that upholds students' rights to safety and wellbeing. ✓ Maintain their Position of Trust by upholding our code and other professional codes of conduct and ethics. ✓ Uphold Dilworth's child safety physical, verbal and online conduct expectations. Making certain personal and professional boundaries are demonstrated at all times. ✓ Comply with Dilworth's communication expectations, ensuring all language is child-friendly, consent processes are reflected (where applicable) and relevant policies upheld (e.g. Information Sharing and Record Keeping Policies). ✓ Always aim to avoid lone working and seek to operate within the line of sight and sound of other adults, uphold supervision ratios and avoid being left alone with students. <ul style="list-style-type: none"> ○ Staff are only permitted to be alone with students in their classrooms between 8am to 5pm. ○ Tutorials and/or meetings must have 3 or more students in attendance, and classroom doors must be open. ✓ Create an environment that mitigates child safety risks and enables student participation, is culturally respectful and inclusive for all students and their families. ✓ Take all reasonable steps to protect students from child safety risks, including identifying and reporting any concerns, disclosures, complaints or allegations in accordance with our child safety processes. ✓ Positively encourage and empower students to be involved in making decisions about activities, policies and process that concern them. ✓ Consider and respect the diverse backgrounds and needs of the students. Promoting inclusivity and equity by behaving respectfully, courteously, and ethically towards students and their families and towards staff. ✓ Demonstrate safeguarding as a shared responsibility. ✓ Actively support and contribute to Dilworth's safeguarding culture. 	<ul style="list-style-type: none"> ✗ Ignore or disregard any suspicions of child harm or abuse, inappropriate conduct towards a student, or any student who raises a child safety concern. ✗ Use any form of physical conduct or discipline that permits physical harm or abuse and/or breaches Dilworth's Code of Conduct or Discipline policies and procedures. ✗ Use any form of verbal or written engagement that is emotionally harmful or abusive and/or is in breach of Dilworth's Code of Conduct. ✗ Exploit or use a student's scholarship or any other Dilworth opportunity against that student as a means of power, control or for any other purpose. ✗ Enable anything that negates Dilworth's duty of care or withdraws basic care necessities. ✗ Initiate, engage in or permit any discussions or behaviours towards or in the presence of a student that is sexual, has a sexual association or is open to perceptions of grooming. ✗ Enable walls of silence by being secretive or encouraging students to be secretive. ✗ Initiate or encourage contact with students or families outside of their professional duties, hours or environments. ✗ Give students or families personal gifts. ✗ Allow students to babysit for their Dilworth staff families. ✗ Undertake any direct on/offline correspondence (includes social media) with a student or their family, when doing so is: <ul style="list-style-type: none"> ○ Without any required Headmaster and/or Parental consent. ○ Unrelated to any Dilworth matter. ○ Fails to use Dilworth designated resources, e.g. using a personal social media account instead of Dilworth's account. ○ Breaches Dilworth's policies and procedures. ✗ Undertake any of the following without Headmaster and/or Parental consent – <ul style="list-style-type: none"> ○ Take any imagery of a student. ○ Travel alone with/or transport a student in a personal vehicle. ○ Take a student off-site or outside of any activity location or Dilworth environment. ○ Provide independent support to a student. ✗ Attend any Dilworth environment under the influence of or in possession of any non-prescribed or illicit drugs or alcohol.

Any exemptions to the scope of this policy will be at the discretion of the Board Chairman, in consultation with the Deputy Board Chairman. Any breach of our Student Safety Code of Conduct for Staff is taken seriously and may be subject to disciplinary action, up to and including dismissal.

Some Types of Harm

Bullying	Cyber/Online Bullying
<p>Bullying can present in 3 main ways: physically, verbally or socially.</p> <ul style="list-style-type: none"> ■ It is usually purposeful, one-sided, unwanted behaviour directed at another. ■ It represents a misuse of/or perceived power and control within a relationship (e.g. someone’s age, physical build, personal knowledge about that person, etc.). ■ It is mostly repetitive or indeed has the means to be repetitive. ■ Behaviours are deliberate and usually with the intent of intimidating, causing harm and/or humiliation, and is often based on difference (real or perceived) or prejudice. ■ It can be aggressive, passive-aggressive, manipulative or exploitative, e.g. getting them to do things, hand over possessions/finances, etc. ■ It can be using someone’s individuality to make them be or feel treated differently, be excluded, or made to feel worthless. <p>An individual or group can commit bullying. It is most common amongst those of school age. However, adults can also bully children and/or other adults. The impact of bullying can be significant, creating potential long-term physical and emotional trauma.</p> <p style="text-align: right;">Source: Holistic Safeguarding</p>	<p>Online bullying is when digital technology is used to send, post or publish content with the intent to cause fear, distress and/or harm to another person (e.g. direct messages, text) or a group (e.g. public posts, or in closed/public groups). It is often on purpose, aggressive, repeated and involves some kind of power imbalance between the people involved. Online bullying can be:</p> <ul style="list-style-type: none"> ■ Embarrassing someone, e.g. pictures, videos, websites, memes or fake profiles. ■ Calling someone names. ■ Spreading rumours, lies, private information, etc. ■ Using fake accounts to make fun of or harass someone. ■ Repeatedly sending unwanted messages. ■ Purposefully excluding people from online groups, chats, events, social activities, etc. ■ Hacking or impersonating someone else online. <p>Bullying is not banter between mates. True banter or ‘roasting’ is not meant to shame, upset or offend someone or make them feel uncomfortable.</p> <p>Source: Holistic Safeguarding & Netsafe</p>

Child Criminal Exploitation

When an individual/or group exploits a child/young person into any criminal activity, for example: in exchange for something the victim needs or wants, for the perpetrator’s advantage (e.g. financial) and through violence or threats of violence. Young people can be manipulated, forced or coerced into committing acts of crime for others, this can include drugs, thefts and/or acts of violence.

Source: Holistic Safeguarding

Cumulative Harm	Exposure to Family Violence
<p>Refers to the effects of multiple adverse or harmful circumstances, experiences and/or events in a child’s life, commonly over prolonged periods.</p> <p>Cumulative harm may be caused by an accumulation of a single recurring adverse circumstance (such as unrelenting low-level care); or by multiple circumstances or events (such as persistent verbal abuse and denigration, inconsistent or harsh disciplines and /or exposure to family violence).</p> <p>All impacting on the child’s safety, stability and well-being, commonly resulting in the daily impact being profound and exponential and/or complex trauma.</p> <p>Source: Adapted from Child Wise Definitions of Child Abuse</p>	<p>Family violence is behaviour by a person towards a family member that is:</p> <ul style="list-style-type: none"> ■ Physically, sexually and/or Emotionally (psychologically) abusive ■ Coercive or in any way controls or dominates that family member and causes that family member to fear for their safety or wellbeing or for that of another family member. ■ Causing a child to hear or witness or otherwise be exposed to the effects of behaviour referred to above. ■ Exposing a child to family violence which includes seeing, hearing or experiencing violence in a number of ways. ■ Causing cumulative harm for the child. <p>The victim may or may not be living with the person, e.g. current/ex-partner; family member; housemate; friend or carer.</p> <p>Source: Adapted from Child Wise Definitions of Child Abuse</p>

Grooming	Peer-to-Peer Concerns
<p>Grooming is not the abuse, but more the process used by a perpetrator to manipulate a child for abuse and minimise the risk of others finding out. Perpetrators can groom all those around the child, e.g. parents, professionals, etc., as grooming is “a process by which a person prepares a child, significant adults and the environment for the abuse of a child” (Adapted from Gallagher’s (2000). For example:</p> <ul style="list-style-type: none"> ■ Spending special time with a child e.g. in private settings, away from their family or organisation, including online ■ Isolating the child or young person from family and peers ■ Giving gifts to a child ■ Showing favouritism ■ Allowing the child to step out of boundaries or rules ■ Touching the child ■ Testing and breaking professional boundaries. <p>There is no set pattern, and some abusers may groom over a lengthy period of time. Others may continue onto abuse relatively quickly. The risks of grooming are significant both on and offline.</p> <p>Source: Adapted from Child Wise Definitions of Child Abuse</p>	<p>Children can harm other children. These behaviours are outside of what may be considered the normal range and can extend to bullying, violence or sexual assault. Examples include but are not limited to:</p> <ul style="list-style-type: none"> ■ Bullying, including cyber/online bullying. ■ Committing ‘games/stunts’ that cause others harm for social media. ■ Unhealthy relations that mirror family violence. ■ Physical abuse, e.g. hitting, kicking, shaking, biting, or otherwise causing physical harm. ■ Gang initiation type violence and rituals. ■ Sexually harmful behaviours, violence, harassment, or acts, e.g. nudes (sending or receiving nude images, videos or texts), upskirting (taking a picture under a person’s clothing without them knowing, usually to obtain imagery of their genitals or buttocks, for sexual gratification and/or to cause the person humiliation, distress or alarm). <p>When a student alleges inappropriate harmful behaviour by another student, safeguarding procedures must be applied for both students.</p> <p>Source: Adapted from Holistic Safeguarding</p>

Harmful Sexual Behaviours In Children

Harmful sexual behaviour (HSB) in children is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive (derived from Hackett, 2014). It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of behaviours, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

Source: National Society for the Prevention of Cruelty to Children (NSPCC)

Self-Harming Behaviours	Suicidal Concerns
<p>Self-harm behaviours are when the person damages or injures their body on purpose and can be an unhealthy and high risk means used to cope with intense emotions or distress. It is not uncommon, especially for young people. Intense or difficult feelings and factors such as the below can all lead to self-harming behaviours:</p> <ul style="list-style-type: none"> ■ Social problems, e.g. bullying, exam pressures, relationship stresses, identity issues (e.g. sexuality or culture), poverty or money worries, etc. ■ Trauma, e.g. abuse and/or neglect, the death of a close family member or friend. ■ Health issues, e.g. illness or physical problems, anxiety or depression, psychological problems, repeated thoughts or hearing voices telling them to self-harm. <p>Sometimes there is no clear reason why someone is self-harming. While some people who self-harm are at a high risk of suicide, others who self-harm don't want to end their lives.</p> <p>Source – adapted from https://mentalhealth.org.nz/suicide-prevention/suicide-statistics and https://www.healthnavigator.org.nz/health-a-z/s/self-harm/</p>	<p>Suicidal Concerns - New Zealand has one of the highest youth suicide rates in the OECD. As well as age risk factors aligning to Dilworth’s students, other risk factors relevant for Dilworth’s awareness include but are not exclusive to – males being 3-4 times more likely to die by suicide, Māori being more likely to die by suicide than non- Māori and family and childhood experiences including poverty, deprivation, abuse, substance abuse and the loss of significant family members, is another risk factor.</p> <p>When a student identifies thoughts of suicide or self-harming behaviour, this must be immediately notified to the school counsellor, school psychologist or Chaplain and, if immediate action is required, one of these staff members will phone the Kari Centre</p>

Categories of Abuse and Possible Indicators

Neglect

Neglect is the persistent failure or deliberate denial to meet a child or young person’s basic needs when reasonably able to do so. Neglect may involve but is not exclusive to:

- Physical Neglect – Insufficient housing, food, clothing, etc.
- Medical Neglect – Failure to take care of their physical (including dental) and mental health needs.
- Supervisory Neglect – Leaving a child home alone or without someone safe looking after them (day or night)
- Emotional Neglect – Not giving the attention, emotional engagement and love needed through play, talk and everyday affection.
- Educational Neglect – failure to enrol the child in educational services, allowing chronic non-attendance and/or inattention to any special educational needs.
- Neglect may also occur during pregnancy, e.g. as a result of lack of prenatal care, maternal substance abuse, etc.

Neglect can be a one-off incident but mostly represents persistently failing to act or meet a child’s needs, to the extent the child’s health and development is, or is likely to be, significantly harmed.

<i>Physical indicators may include</i>	<i>Behavioural indicators may include</i>
<ul style="list-style-type: none"> ■ Persistently showing noteworthy levels of being uncared for, extremely dirty, wearing inappropriate clothing, e.g. for weather, activities, etc. ■ Non-organic failure to thrive, e.g. underweight, small for their age. ■ Persistent nappy rash or skin disorders without medical cause. ■ Non-medical related reasons for indicators such as, e.g. frequent hunger, malnutrition or obesity. ■ Having poor hygiene, constantly dirty or smelly and no understanding of basic hygiene. ■ Unattended health and/or dental problems, including a lack of proper medical or dental attention. ■ Poor speech or other developmental delays. ■ Frequently tired or falling asleep. 	<ul style="list-style-type: none"> ■ Stealing/hoarding (particularly food or clothing). ■ Unsupervised for long periods, spending lots of time outside of the home, e.g. streets, neighbours, etc. ■ Experiences of abandonment by parents/guardians. ■ Falling behind in education work and/or attendance. ■ A reluctance to attend a particular activity, place, etc. ■ Indiscriminate attachment to adults, affection seeking, or a severe lack of attachment to a parent(s)/guardian(s). ■ Abuse of alcohol or drugs. ■ Aggressive, destructive and/or offending behaviour. ■ Poor peer relationships, having few friends. ■ Poor social skills or other developmental delays. ■ Poor emotional response/lack of expression or enthusiasm, low self-esteem, dull, unsmiling. ■ Anxiety about being left. ■ Running away.

Appendix 3 Continued

Emotional Abuse

Emotional abuse is where behaviour towards or of a child, has a damaging impact on the child's psychological, physical, social, intellectual and/or emotional functioning or development. Often the result of the child being exposed to persistent negative experiences and treatment that causes a severe and long-lasting impact on their well-being and development. However, it can also include exposure to a single severe incident (e.g. witnessing a serious assault).

Emotional abuse includes persistently withholding affection, failing to give a child the love or attention they need for healthy emotional, psychological and social development. This includes causing a child/young person to live in fear, for example – exposing children to seeing and/or hearing the ill-treatment of another. Emotional abuse can also include conveying to the child they are worthless, unloved, inadequate, valued only if they meet another person's needs or any other form of degrading, isolating and/or rejecting the child.

Overprotection that significantly limits a child's exploration, learning and participation in normal social interaction, is another form of emotional abuse. As is age or developmentally inappropriate expectations being imposed on and/or expected of a child that is beyond their capability. Emotional abuse also relates to any deliberate or persistent disregard for the child/young person's cultural identity and well-being.

Emotional abuse is associated with all categories of abuse. However, it may also be the only form of abuse suffered by a child.

<i>Physical indicators may include</i>	<i>Behavioural indicators may include</i>
<ul style="list-style-type: none"> ■ Frequent physical complaints, e.g. real or imagined, such as headaches, nausea and vomiting, and abdominal pains (may coincide with the child being underweight or dehydrated). ■ Delays in physical development, slow development or regression ■ Sleep problems like bedwetting or soiling with no medical cause, nightmares, poor sleeping patterns, being tired, lethargic, falling asleep at inappropriate times. ■ Talking about hurting themselves or ending their lives (suicide threats, attempts, self-harm). ■ Eating disorders. ■ Sudden speech disorders. ■ Stunted growth, failure to thrive (non-organic). ■ Abuse of alcohol or drugs. 	<ul style="list-style-type: none"> ■ Excessive lack of self-esteem or confidence. ■ Overly compliant and apologetic, an excessive fear of making mistakes. ■ Difficulty developing normal relationships, including poor peer relationships. ■ Lacks trust in others. ■ Concerning interactions between the child and parent/guardian or another adult (e.g. overly critical, lack of affection, demonstrating fear). ■ Reluctance to attend an activity, a particular place, organisation, setting, etc. ■ Staying at school/other activities outside hours and not wanting to go home. ■ Inability to cope with praise, unable to express views when asked, cope in social settings. ■ Aggressive behaviour (active or passive). ■ Very 'clingy', possessive, attention-seeking, sometimes obsessive or risk-taking behaviour. ■ Depression, habitually frightened, anxious and/or nervous. ■ Habit disorders – hair twisting, sucking, biting, rocking, etc. ■ Indiscriminate with affection. ■ Stealing (particularly food) or destroying property.

Appendix 3 Continued

Physical Abuse

Physical abuse is when a child is injured or has been placed at serious risk of being injured or suffering significant harm as a result of a physically aggressive act(s). Injuries may result from a single incident or combine with other circumstances and may be deliberately inflicted or the unintentional result of behaviour, e.g. shaking an infant, physical discipline.

Physically abusive behaviour includes (but is not limited to) hitting, punching, shaking, throwing, slapping, shoving, kicking, biting, burning or scalding, drowning and suffocating. Faking or deliberately inducing an illness within a child may also be a form of physical abuse, and this would include giving children harmful substances such as drugs, alcohol or poisons.

<i>Physical indicators may include</i>	<i>Behavioural indicators may include</i>
<ul style="list-style-type: none"> ■ Head injuries. ■ Unexplained bruises, welts, scratches, cuts and abrasions (specifically regular, multiple, clustered and/or historical). ■ Injuries in areas that are soft tissue, hidden and/or unusual places, e.g. face, back or tummy, buttocks, backs of legs, inner thighs, soles of feet, etc. ■ Unexplained fractures, sprains, dislocations and broken bones. Particularly to the head, face, hip or shoulder dislocations. ■ Injuries with particular patterns, e.g. bite marks, belt mark, fingertip bruising (e.g. being forcefully held). ■ Burn or scald marks (including cigarette burns, stove ring, iron, rope). ■ Strangulation or suffocation marks. ■ Ingestion of alcohol and drugs. ■ Poisoning. 	<ul style="list-style-type: none"> ■ Disclosing that physical harm has occurred. ■ Unlikely explanations for injuries. ■ Explanations not making sense, changing or differing and/or not fitting with injuries presented. ■ Refusal to discuss/access medical help and/or delayed access to treatment. ■ No explanation, or student/family can't recall how the injury occurred. ■ Reluctance to have parent/guardian contacted. ■ Mistrust of adults/demonstrating fear of particular adults/caregivers/peers. ■ Fear of going home and/or to a particular location, including running away. ■ Being bullied and/or bullying others, and/or displaying controlling behaviour towards others. ■ Patterns of illness/claims of illness surrounding contact with a particular person. ■ Withdrawn, depression, moods or acting out behaviours. ■ Aggressive behaviour, disruptive nature or severe temper outburst. ■ Anxious, nervous, restless, jittery, flinching when approached or touched. ■ Expressing little or no emotion when hurt. ■ Being fearful when other children cry or shout. ■ Being excessively friendly to strangers, relationship difficulties. ■ Being passive and compliant. ■ Reluctance to undress and/or inappropriately dressed, e.g. wearing long-sleeved clothes/remaining covered on hot days.
<p>Sometimes accidental injuries can match some of the points noted above. However, what can help to identify non-accidental injuries is often the context surrounding the injury:</p> <ul style="list-style-type: none"> ■ Does the injury fit with the explanation given? ■ Is the injury plausible to the child's age and/or developmental level? ■ Is there a variance in explanations between those around the child and/or between them and the child? ■ Are the injuries in unusual places (e.g. soft tissue areas, hidden areas, on both sides) or do they have any particular patterns? <p>Does there appear to be a delay in seeking assistance? Are the injuries appearing to be untreated?</p>	

Appendix 3 Continued

Sexual Abuse

Sexual abuse is any action where any person (adult or peer (other children)) uses any perceived or actual power, authority or position they may have over a child for sexual purposes. This includes whether or not the child is aware of what is happening. Effectively forcing or enticing a child or young person to take part in or be exposed to sexual activities.

Sexual abuse does not always involve physical contact (e.g. penetrative acts such as rape or oral sex); it can be non-penetrative acts (e.g. masturbation, kissing, rubbing and touching inside or outside of clothing). Non-contact activities such as exposing a child/young person to or involving them in Child Sexual Abuse Material (CSAM) such as producing or watching sexual images/activities or encouraging them to behave in sexually inappropriate ways, inappropriate sexual situations or comments.

Mostly sexual abuse begins with some form of grooming, which is where the person prepares the child for sexual abuse by lowering their resistance and inhibitions and by seeking to gain their trust and compliance. Grooming and forms of sexual abuse can also occur via the internet and social media.

<i>Physical indicators may include</i>	<i>Behavioural indicators may include</i>
<ul style="list-style-type: none"> ■ Bruising, lacerations, bite marks, including injuries to areas such as breasts, buttocks, thighs and genitalia. ■ Unusual or excessive itching, redness, swelling or bleeding in the genital area. ■ Frequent complaints of headaches and/or stomach pains. ■ Discomfort when walking or sitting down. ■ Signs of being sexually active, STIs, pregnancy, torn, stained or bloody underclothing (particularly if under 16 years). ■ Compulsive eating or dieting. ■ Nightmares/other sleep problems without explanation. ■ Chronic urinary tract infections or difficulty/pain when urinating or blood in urine or stools. ■ Self-injury (cutting, burning). ■ Suicide attempts. ■ Regression, e.g. bedwetting or thumb sucking. ■ Unexplained gifts or new possessions. ■ Purposefully making themselves unattractive. 	<ul style="list-style-type: none"> ■ Alluding to having a secret. ■ New words for body parts. ■ Resists removing clothes or wearing inappropriate clothing, e.g. for the weather. ■ Trying to feel clean via obsessive washing. ■ Persistent and/or age-inappropriate sexual interest, play and/or comments. ■ Encourages others to behave sexually or play sexual games. ■ Exposure to or involvement in child sexual abuse material (photos/videos, etc.). ■ Sexual promiscuity or exploitation. ■ Fear of intimacy or closeness. ■ Running away from home. ■ Fear of a particular person, gender, activity, place, etc. ■ Significant difficulty relating to adults or peers. ■ Significant change in status or quality of relationships with friends and/or parents. ■ Friendships or relationships with older individuals and/or groups ■ Problems with schoolwork or unexplained changes in behaviour or school results. ■ Sudden mood swings: rage, fear, withdrawal, depression, anxiety, persistent crying, etc. ■ Challenging and aggressive behaviour. ■ Drug or alcohol abuse. ■ Risk-taking behaviour, such as starting fires. ■ Cruelty to animals.