BLENHEIM EARLY CHILDHOOD CENTRES INC.

Child Protection Policy

Purpose Statement

In line with the Children's Act 2014 our policy is intended to guide and support the protection, safety and wellbeing of children and young persons aged under 17 years who are receiving services from any staff member of BECC, or are associated with adults who are receiving services from, any staff member of the organisation.

Policy scope:

This policy applies to all staff, Student teachers, Volunteers, Parent helpers and contractors and any other person, and should be used whenever abuse or neglect is suspected or identified regardless of whether the child is a client of the organisation.

Policy principles:

1. The rights, welfare and safety of the child/tamariki, young person/rangatahi are our first and paramount consideration.
2. Contribute to the nurturing and protection of children and advocate for them.
3. Care and protection of children are built on a bicultural partnership in accordance with the Treaty of Waitangi.
4. Māori children/tamariki, young person's/rangatahi are assessed and managed within a culturally safe environment.
5. Wherever possible the family/whānau and iwi participate in the making of decisions affecting that child/tamariki young person/rangatahi.
6. All staff are to recognise and be sensitive to other cultures.
7. 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.

Our commitment to child protection:

Management will ensure:

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

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

1. To be conversant with our Child Protection Policy and related policies.
2. To understand the statutory referral processes and management of identified or suspected abuse and neglect.
3. To attend initial training, refresher training and regular updates appropriate to their area of work.
4. To seek advice when child abuse is suspected or identified.

It is the Centre Manager's responsibility to:

1. Coordinate a centre-wide response to child abuse and neglect.
2. Ensure documentation tools are in place and accessible to staff for the recording of care and protection concerns.
3. Provide immediate support and advice to staff regarding child abuse and neglect.

It is the Educations Manager's responsibility to:

1. Developing the training plan and ensuring ongoing training (initial, refresher, advanced)
2. Supporting Centre Managers and staff with advice on complex cases and best practice.
3. Access and provide resources required to support the programme and make these available for staff and whānau.

It is the Operations Manager's responsibility to:

1. Review the Child Protection Policy and procedure as required.
2. Ensure audit and evaluation tools are in place to assess child protection policy, processes and practice.
3. Develop functional internal and external relationships with key stakeholders (government, local government and community-based organisations).

Definitions of Abuse:

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. As defined by the Oranga Tamariki Act 1989.

This includes actual, potential and suspected abuse:

1. Physical abuse - any acts that may result in physical harm of a child or young person.
2. 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.
3. Emotional abuse - any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development.
4. 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 - 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 in child protection work, including investigating cases of abuse or neglect where an offense may have occurred.

Identifying possible abuse or neglect

Information on identifying possible abuse or neglect is detailed in "Working together to support tamariki, rangatahi and their family/whanau An Interagency guide (Oranga tamariki April 2021) this document should be read in conjunction with this policy. Please refer to Appendix 1.

In brief, staff need to be aware of the indicators of potential abuse and neglect. These indicators include:

- Physical signs
- Behavioural concerns
- Developmental delays
- The child talking about things that indicate abuse (sometimes called an allegation or disclosure)
- Physical neglect
- Neglectful supervision
- Medical neglect
- Abandonment

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 divorce, accidental injury or the arrival of a new sibling etc.

Responding to suspected abuse or neglect

- In all cases where a member of staff has a concern about a child/tamariki/young person/rangatahi being or likely to be abused or neglected (refer to Definitions) by an adult, parent or caregiver or another child/tamariki or young person/rangatahi, they will report this to their Centre manager and make referrals/notify key staff to assist in the formulation of a plan to address the care and protection concerns.
- Should a staff member have a concern about the Centre Manager or wish to make an allegation involving the Centre manager, they will report directly to the Education Manager. The Education Manager will support the Centre Manager.
- A referral to Oranga Tamariki may be made at any time.
- It is mandatory for all concerns to be reported/referred to the Centre Manager within a time period which allows for effective consultation / advice to be given.
- It is also the Operations Manager responsibility to make a mandatory report to the Teaching Council of Aotearoa New (as well as the Education Review Office) on any such matters involving staff or the centre.

Our centres recognise that in some cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. Throughout New Zealand statutory and non-statutory agencies provide a network of mutually supportive services, and it is important for our centre to work with these to respond to the needs of vulnerable children and families/whanau in a manner proportional to the level of need and risk. Contact details for agencies and services in our community are provided as an appendix to this policy.

Responding to a child when the child discloses abuse:

Listen to the child	Disclosures by children are often subtle and need to be handled with particular care, including an awareness of the child's cultural identity and how that affects interpretation of their behaviour and language.
Reassure the child	Let the child know that they: • Are not in trouble • Have done the right thing
Ask open-ended prompts e.g. "what happened next?"	Do not interview the child (in other words, do not ask questions beyond open prompts). 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.
As soon as possible formally record the disclosure	Record: • Word for word what the child said • The date, time and who was present

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

What process to follow	For example	Key considerations
Recording	Formally record: • Anything said by the child • The date, time, location and names of any staff that may be relevant • The factual concerns or observations that have led to the suspicion of abuse or neglect (e.g. any physical, behavioural or developmental concerns). • The action taken by your organisation • Any other information that may be relevant	Relevant information can inform any future actions
Decision-making	Discuss any concern with the manager / or Group Operations Manager	No decisions should be made in isolation
Notifying authorities	Notify Oranga Tamariki promptly if there is a belief that a child has been, or is likely to be abused or neglected. A phone call to the National Contact Centre is the preferred initial contact with Oranga Tamariki (see below) as this enables both parties to discuss the nature of the concerns and appropriate response options. **Phone: 0508 326 459** **Email: contact@ot.govt.nz**	Oranga Tamariki will • Make the decision to inform the parents or caregivers, in consultation with the centre Manager. • Advise what, if any, immediate action may be appropriate, including referring the concern to the Police.
Following the advice of Oranga Tamariki	Oranga Tamariki will include what, if any immediate action may be appropriate, including referring the concern to the Police	Oranga Tamariki is responsible for looking into the situation to find out what may be happening, whether our centre needs to work with the family/whanau or put them in touch with people in their community who can help.
Storing relevant information	Securely store: • The record of the concern • A record of any related discussions (including copies of correspondence) • A record of any advice received • The action your organisation took, including any rationale. • This concern with any earlier concerns, if the notification is based on an accumulation of concerns	Records assist in identifying patterns

Allegations or concerns about staff:

1. When there are allegations, suspicions, or complaints of abuse by a staff member, the person responsible for Child Protection must immediately ensure that the suspected individual does not have any contact with the child making the allegation.
2. The suspected staff member (or volunteer) will be prevented from having access to all children during any investigation and will be informed fully of their rights. To ensure the child and staff member are kept safe, management may take steps to remove the staff member against whom an allegation has been made from the environment while an investigation is undertaken.
3. The person managing the child abuse issue will not be the same person as that managing the employment issue. If there is a need to pursue an allegation as an employer, consult with Oranga Tamariki or the Police before advising the person concerned.
4. Inform the suspected person that they have a right to seek legal advice and provide them with an opportunity to respond. They should also be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is "reasonable cause to suspect" that abuse may have occurred.
5. The allegation may represent inappropriate behaviour or poor practice by a member of staff which needs to be considered under internal disciplinary procedures – please refer to the Individual Employment agreement for this process.

We acknowledge the stress this puts upon the person expressing their concern/making the allegation, and respect their rights, also ensuring they have access to support. We also recognise the added stress to fellow staff in such situations and will ensure support is available. We commit not to use 'settlement agreements', where these are contrary to a strong culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

Under the Education Act, employers must make a mandatory report to the Teaching Council of Aotearoa New Zealand in certain circumstances. Failing to make a report is an offence, which carries a fine of up to $25,000 unless there is reasonable justification.

When to make a mandatory report:

Employers must IMMEDIATELY report to the Teaching Council of Aotearoa New Zealand when:

1. A teacher is dismissed for any reason
2. A teacher resigns from a teaching position, if within the 12 months preceding the resignation the employer advised the teacher it was dissatisfied with, or intended to investigate, any aspect of the teacher's conduct or competence, or on the expiry of the teacher's fixed-term contract
3. A teacher ceases to be employed by the employer, and within the following 12 months the employer receives a complaint about the teacher's conduct or competence while he or she was an employee
4. The employer has reason to believe the teacher has engaged in serious misconduct
5. The employer is satisfied that, despite completing competence procedures with the teacher, the teacher has not reached the required competence level.

Requests to interview a child at the centre:

Oranga Tamariki- Ministry for Children- Care and protection social workers have a legal right to interview a child while they are in the care at the centre, however the following procedures are to be followed to ensure the safety of the child is upheld at all times:

1. A teacher may request to be present while the child is being interviewed, which will be granted at the discretion of the social workers.
2. The Centre Manager will ensure a quiet area is provided for the social work team to interview the child.

3. Confidentiality is to be upheld – only staff who are directly involved with the child will be privy to Oranga Tamariki involvement with the whanau.
4. Staff will follow the guidance of Oranga Tamariki regarding advising the parents/caregivers of the interview.
5. The Centre Manager is to lodge an incident report, and if needed with the support of the Education Manager.

Confidentiality and information sharing:

All observations, after an investigation has been notified, shall be kept in writing but the file will be sealed from confidential reasons.

The Privacy Act 2020 and the Oranga Tamariki Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the Oranga Tamariki Act 1989, any person who believes that a child has been, or is likely to be harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Oranga Tamariki or the Police and provided the report is made in a good faith, no civil, criminal or disciplinary proceedings may be brought against them.

Recruitment and employment (safety checking):

Safety checking will be carried out in accordance with the Children's Act 2014 and Licensing Criteria GMA7a. This will include: a police vet; identity verification; references and an interview. A work history will be sought and previous employers will be contacted. If there is any suspicion that an applicant might pose a risk to a child, that applicant will not be employed.

- All employees, volunteers, students, relievers and anyone else who has access to children will have been passed through the NZ Police Vet Process. This process will be repeated every three years.
- All staff not holding a current Teachers Council Aotearoa New Zealand Registered Teachers Practicing Certificate will have a NZ Police Check every three years; these will be recorded on the BECC Annual Management Plan.
- The Operations Manager will ensure if an applicant has spent time overseas that these records whenever possible are included in the safety check process.
- The Interview Panel will ensure when selecting staff that they have the skills and attributes to ensure children's safety and to promote their wellbeing.
- When employing temporary or casual staff, the applicant's referees will be contacted prior to employment.
- Volunteers, Students on practicum, contractors, or trades people, will never be left alone with children at all for the duration of their time in the service. All visitors must sign in on the visitors form in the foyer.

Our centres will exclude any person employed or engaged in or visiting the service from coming into contact with children if they have reasonable grounds to believe that the person:

- Has physically ill-treated or abused a child or committed a crime against children; or
- In guiding or controlling a child; has subjected the child to solitary confinement, immobilisation or deprivation in food, drink, warmth, shelter or protection.

Drugs and Alcohol:

No person on the premises uses, or is under the influence of drugs or alcohol or any other substance that has a detrimental effect on their functioning or behaviour during the service's hours of operation.

Information Technology and website:

No staff or adult at any point in time will be using any form of Information Technology to show, use, discuss any sites, apps, social media, books that involve inappropriate material, including and not limited to child or adult pornographic, inappropriate behaviour including swearing, discrimination, violence and sexual. Any staff or adult involved or engaging in any material of a R16 and above nature, maybe subject to disciplinary action.

Inappropriate material:

All practicable steps are taken to protect children from exposure to inappropriate material (for example, of an explicitly sexual or violent nature including those in magazines available to the children)

Bullying:
Bullying will not be tolerated by any employee, visitor to the centre, parent and child. Bullying usually:
is on purpose — the bully intends to cause pain or discomfort
involves a power imbalance
is a pattern of behaviour over time that leads to fear and anxiety — it's not usually a one-off thing
causes short or long-term physical or psychological harm.
Any form of bullying needs to be brought to the attention of the Centre Manager.

Collection of children:
No child will be allowed to leave the centre with any person unless that person has the role of providing day-to-day care for the child, or is authorised in writing to take the child by a person who has the role of providing day-to-day care for the child.

Notifying:
Where there is a serious injury or illness or incident involving a child while at the service that is required to be notified to a specified agency, the service provider must also notify the Education Review Office at the same time. If our Child Protection requires notification to a specified agency such as Oranga Tamariki or the New Zealand Police, the Education Review Office must be notified as soon as possible (ideally within 24 hours).

'Specified agency' means any government agency or statutory body that an early childhood education and care service is required to notify if there is a serious (or as defined) injury, illness, incident or allegation. This may include but is not limited to: the New Zealand Police; the Ministry of Health; Child, Youth and Family; WorkSafe New Zealand; and the Teaching Council.

Exclusion:
We will exclude any person employed, engaged or visiting the service, from coming into contact with children if they have reasonable grounds to believe that the person:

- Is in a state of physical or mental health that presents any risk of danger to children; or
- Has an infectious or contagious disease or condition
- In guiding or controlling a child, has subjected the child to solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter, or protection.
- Has physically ill-treated or abused a child or committed a crime against children; or

Supervision guidelines:

1. BECC playground and indoor play areas are designed to ensure that they can be readily observed by supervising staff. Children are supervised by staff at all times, no child will be left unattended.
2. Only adults named on the enrolment form are able to collect children from the centre. If a child is to be collected by someone other than the persons on their enrolment form, parents / legal guardians are required to give written permission including their relationship to the child. If the adult is unknown to staff they will be asked to provide photo identification.
3. There will always be minimum of two staff (one of these will be the person responsible) when a child is at preschool without a parent/caregiver.
4. When a child is late being picked up, two staff (one of these will be the person responsible) will wait with the child until the child is collected by the parent/caregiver.
5. Students Teachers on placement will work with children only under direct supervision and are not permitted to undertake any nappy/toileting routines.
6. All children and infants in nappies will be changed as necessary when soiled and/or wet by a permanent staff member or and authorised reliever approved by the Centre Manager.
7. Maintaining visibility within the preschool environment protects both children and staff. Ideally toilets should have open or half doors and window view. Artwork, paintings, and displays must not obscure visibility into toilet or care areas, ensuring clear lines of sight are maintained at all times.
8. When staff are changing nappies or toileting children, other staff should be made aware that they are carrying out these duties.
9. Procedures for changing wet or soiled children will be displayed in the toileting area.

10. A record will be kept of every child who is changed at the centre. This will include the date, time and signature of the staff member changing the child. Whenever possible, children will be supported to change their own clothes.
11. We also have a supervision policy that provides further details /guidelines around keeping our tamariki and Kaiako safe
12. Opportunities for staff and other adults to be alone with tamariki are kept to a minimum. If tamariki need to be showered, a second staff member must be within the vicinity.
13. Excursions will be carried out in accordance with the Education and Excursions Outside the Preschool Policy.
14. Parents have the right to know the identity of visitors within the centre. Centres will have a process to ensure this happens.
15. Periodic detention workers are not permitted to be at the Preschool when there are children present.
16. When contractors are on site they must not have unsupervised access to tamariki.
17. Visitors to the Preschool and parents are NOT permitted to toilet children or assist in the bathroom, other than hand-washing, with the exception that a parent may toilet their own child.

Training supervision and support:

Management will support initial child protection training for all service delivery staff. All staff will have a comprehensive induction program that covers every aspect of this policy to ensure they have been explain, and given a copy of this policy to refer to, such training will include:

- Understanding child abuse and indicators of child abuse.
- How to reduce the risk of child abuse.
- Understanding and complying with legal obligations in regard to child abuse.
- Working with outside agencies on child abuse issues.
- Planning of environment and supervision to minimise risk.
- Dealing with child/parents/family/whānau.

It is our expectation that all staff teaching attend a professional development session every 12 months on child protection.

Review and evaluation:

This policy shall be reviewed in full by the Centre Manager at the time of preparing the Annual Management Plan in consultation with centre staff and whānau and shall be discussed at next available centre staff meeting. During review we will work through a hypothetical scenario and use the licensing criteria scenarios for guidance including questions for discussion to review how well our policy and procedure supported the process or how well the policy has supported us through a situation we have experienced at the centre that requires the use of our child protection policy and procedure. After any incident or occasion in which significant elements of this policy have been implemented, this policy will be reviewed by the manager. The Centre Manager is responsible for ensuring the policy and procedures are followed at all times.

Further information to support:

Appendix 1 Guidelines for supporting the detection of child abuse and neglect
Appendix 2 Responding to / Reporting Child Abuse
Appendix 3 Record of Concern
Appendix 4 Making an Effective Report of Concern
Appendix 5 Body Map

Remember you are not experts in child abuse and as such when in doubt consult a supporting agency.
For further support, links to helpful sites and more information please use the **Tools to help you comply** section of the Health and Safety Criterion HS125 Child protection in the Ministry of Education Licensing Criteria

Contact Numbers:

Oranga Tamariki	0508 326 459
Local Police	03 578 5279
Education Review Office (ERO)	enforcement@ero.govt.nz 0800 376 800
Ministry of Edcation (TI Team)	0800 TI TEAM (0800 848 326)

Policy Category	Child Protection Policy
Licensing Criteria	HS125,126,127, 128
Regulations	Regulations 56 & 57
Date Adapted	22nd September 2026
Next Review Due	September 2027
Supporting Documents	• Licensing Criteria • Children's Act 2014

This policy will be reviewed to ensure it remains appropriate and effective. Review may occur: if any statutory requirements change• if any roles are amended• if any part of the policy becomes ineffective or problematic• if suggestions for improvement are received• when the policy is scheduled for automatic review

Chairperson: Autumn Faalogo

Signature: _____ Date: 28/9/26

Appendix 1

Note: The following guidelines can be used for supporting the detection of child abuse and neglect, however, they are not solely indicative of child abuse.

Guidelines for indicators of PHYSICAL abuse

Definition	Physical abuse is a non- accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.
Physical indicators of possible physical abuse	• Unexplained bruises, welts, cuts, abrasions (suspicious locations, shape, marks, patterns) • Unexplained burns (circular burns, hot water burns, rope burns, distinct patterns) • Unexplained fractures or dislocations (facial fractures, multiple fractures, bald patches) •

Children's behavior that could indicate physical abuse	• Cannot recall how the injuries occurred, or offers inconsistent explanations. • Is wary of adults or a particular individual, may cringe or flinch unexpectedly • May display a vacant stare or frozen watchfulness, • Indicates a general sadness, may show this in drawing and play. • May be extremely compliant or eager to please, aggressive or extremely withdrawn. • When at play, imitates negative behaviour or language e.g. spanks or yells at a doll. • Is dressed inappropriately to hide bruises or other injuries e.g. long sleeved shirt or long pants in summer • Describes abusive situations. • Could have a vision or hearing delay. • Is violent to animals or other children.
Adult behaviour that could indicate physical abuse	• May be vague about details of the cause of injury and the account of injury may change from time to time. • May appear unconcerned about the child's wellbeing. • Delay in seeking medical attention for children. • May state the child is prone to injuries, or blame accident on sibling, friend or relative. • Is aggressive towards the child in front of others. • May have little to no knowledge of child development or may have unrealistic expectations about the child.

Guidelines for indicators of EMOTIONAL abuse

Definition	Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes the child seeing or hearing the ill treatment of others.
Physical indicators of possible emotional abuse	• Bed wetting or bed soiling that has no medical cause. • Falls behind in weight, height and development with no medical reason. • Has not attained significant development milestones within the child's age range. • Dressed differently from other children in the family, malnutrition.
Children's behavior that could indicate emotional abuse	• Suffers from severe developmental lags (Speech, motor, sensory) without obvious cause. • Recurring physical complaints without the medical cause (E.G. abdominal pain, headaches, sore throat, nausea, etc). • When at play, behaviour may model or copy negative behaviours and language used at home. • Displays extreme attention seeking behaviours or displays extreme

	inhibition in play. • Antisocial behaviours may not cope well in social settings. • Overly compliant, too well mannered, too neat and clean. • Lack of self-esteem, appears generally as a 'sad' child. • Severe symptoms of depression, anxiety, withdrawal or aggression.
Adult behaviour that could indicate emotional abuse	• Constantly calls the child 'stupid', or "dumb', 'bad', or displays degrading behaviour- labels the child as inferior or publicly humiliates the child. • Treats the child differently from siblings or peers in a way that suggests dislike for the child. • Actively refuses to help the child or acknowledges the child's request for help. • Refuses to allow interactions or relationships with peers or adults outside of the family. • Constantly withholds physical and verbal affection from the child and ignores the child's attempt to interact. • Involves a child in 'adult issues' such as separation or disputes over child's care • Has unrealistic expectations of children.

Guidelines for indicators of SEXUAL abuse

Definition	Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of sexual images, sexual activities and sexual behaviours.
Physical indicators of possible sexual abuse	• Unusual or excessive itching or pain in the genital or anal area. • Torn, stained or bloody underclothing. • Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area. • Blood in urine or stools, sexually transmitted disease. • Pain experienced in urination or elimination.
Young children's behavior that could indicate sexual abuse	• Age inappropriate sexual play with toys, self, others e.g. demonstration of explicit sexual acts. • Age-inappropriate, sexually –explicit drawings or descriptions. • Bizarre, sophisticated or unusual sexual knowledge. • Comments such as 'I've got a secret', or "I don't like Uncle'. • Fear of certain people or of a particular person, fear of certain places (e.g. bathroom). • States that they have been abused or describes activities which are sexually abusive or hints about such activities. • Regression to an earlier stage of play and development. • Fire lighting in boys.
Adult behaviour that could indicate sexual abuse	• May be unusually over-protective of the child. • Is jealous of the child's relationships with peers or other adults or is controlling of the child. • Misuses alcohol or drugs. • Refuses to allow interactions or relationships with peers or adults outside of the family. • Demonstrates physical contact or affection to the child which appears

	sexual in nature or has sexual overtones. • May favour the victim over other children. • Discourages the child from unsupervised contact with peers.

Guidelines for indicators of NEGLECT

Definition	Neglect is the persistent failure to meet a child's basic physical and/ or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is the failure to provide for the child's basic needs, such as housing, nutrition, adequate supervision, medical and psychological care and education.
Physical indicators of possible neglect	• Can be dressed inappropriately for the season or the weather. This could result in recurrent colds, pneumonia, sunburn, frostbite etc. • Is often extremely dirty or un-bathed (not to be confused with healthy dirtiness/ activeness) • May have severe nappy rash or other persistent skin disorders or rashes resulting from improper lack of hygiene. • Does not receive adequate medical or dental care and has unattended health problems. • Lacks adequate shelter - lives in housing that is unsafe, inadequately heated or is unsanitary. • May be left in the care of an inappropriate caregiver- e.g. one that is too young or too old to care for, or protect the child.
Young children's behavior that could indicate neglect	• Suffers from severe development lags (speech, motor, sensory) • Demonstrates severe lack of attachments to parents, demonstrates indiscriminate attachment to other adults. • Is very demanding of affection or attention, has poor social skills. • Poor school attendance, may steal food, has no understanding of basic hygiene. • Discloses that parents are absent or basic needs are not being met.
Adult behaviour that could indicate neglect	• Is overwhelmed with own problems and puts own needs ahead of those of the child. • Fails to provide for the basic needs of the child, such as housing, nutrition, medical and psychological care. • Fails to provide for the special education needs of the child. • Demonstrates little or no involvement in a child's life - does not attend recreation events, school activities etc. • Leaves the child alone, unattended or fails to adequately supervise, abandons the child. • Drug or alcohol abuse, depressed. May have psychiatric problems.

Appendix 2:

Responding to / Reporting Child Abuse

If you see abuse, observe signs of abuse or neglect, receive a disclosure, or someone tells you of a concern

RESPOND TO THE CHILD'S NEEDS

- Ensure the child is safe from immediate harm.
- Attend to physical or emotional distress and seek medical help if appropriate.
- Listen. Do not question beyond what is necessary to clarify the concern.
- Reassure the child you will take action to keep them safe.
- Remember: you are not an investigator - leave that to Oranga Tamariki or NZ Police.

CALL POLICE ON 111 IF THE CHILD IS IN IMMEDIATE DANGER

ARE YOU A STAFF MEMBER?

INFORM IMMEDIATELY

- Inform the person responsible.
- If they are the suspected abuser, inform the Service provider.
- If this is not possible, contact Oranga Tamariki 0508 EDASSIST (0508 332 774), contact@ot.govt.nz, or Police.

PREPARE A WRITTEN RECORD

- Date, time and place.
- Names of anyone present.
- The child's exact words.
- Physical or behavioural signs.
- Actions already taken.
- Do not add interpretations or assumptions and do not take photos.

OUTSIDE THE SERVICE

- If you are concerned about a child going home, tell Oranga Tamariki or Police.
- Ensure the child is not at further risk while in your care.
- Email the Report of Concern, or the acknowledgement of a verbal report, to ERO.

REMEMBER: It is not your role to investigate abuse outside the service.

ARE YOU THE PERSON RESPONSIBLE?

DISCUSS THE CONCERN OR DISCLOSURE PROMPTLY

- Contact Oranga Tamariki on 0508 EDASSIST (0508 332 774) or contact@ot.govt.nz and make a formal report. Always contact ERO at the same time.
- Ask how to approach whānau or caregivers.
- Ask what happens next and obtain a timeframe.

GATHER INFORMATION

- Obtain a complete, signed report.
- Contact Oranga Tamariki or Police for guidance if needed.
- Support the notifier and explain the actions you will take.
- Act promptly.

NOTIFY THE EDUCATION REVIEW OFFICE

- Email a summary as required by HS128.
- If the report was verbal, forward the Oranga Tamariki acknowledgement.

SUPPORT THE CHILD

- Ensure the child receives appropriate support.
- Continue to monitor the child's wellbeing.

INSIDE THE SERVICE

IF THE SUSPECTED PERSON IS EMPLOYED OR ENGAGED BY THE SERVICE

- Exclude the person from contact with children during the investigation (Regulation 56).
- Notify the Teaching Council immediately if a Certificated Teacher is involved.
- Inform parents / whānau and offer support.
- Use the incident template and seek employment or legal advice.
- Keep all records securely and share only with those who need to know.

Policy Category	Health & Safety HS125
Relevant Acts	Children's Act 2014
Date Created	September 2026
Next Review Due	September 2027

HEALING YOUR COMMUNITY | Ministry of Education Traumatic Incident team: 0800 848 326

Appendix 3 – Record of Concern

Refer to making an effective Report of Concern

Name of child involved: _____DOB of child: _____

Staff member/s present: _____

Date and time of concern: _____

Family Details: Address/contact numbers/names of other children in the family/names of parents/name of others living with the family/

Outline of Concern/Details of review, including all information shared:

Action taken:

Oranga Tamariki Report of Concern? Yes No

Review due date:	Review completed Yes No *For each review complete a further Report of Concern*

Staff member name and contact details who filled in this form:

_____

Appendix 4 - Making an effective REPORT OF CONCERN

Is the child of concern at immediate risk of harm? If YES, call 111 immediately

The quality of the information you share can make the difference between an individual of concern receiving the help they need or not. When making a Report of Concern we recommend you take time to plan the information you intend to include. Key questions to consider include:
Will the person receiving the report be able to easily understand your concerns? Ask a trusted friend or colleague to read it before submitting it - are your concerns clear?
What is your plan regarding follow up with the agency you filed the report with ensure your concerns are being addressed?
Safeguarding Children has compiled a list of information useful for Oranga Tamariki or Police to identify a child, young person or adult of concern and also, for them to better understand your concern(s). The more detail you are able to provide the more effective your report becomes.

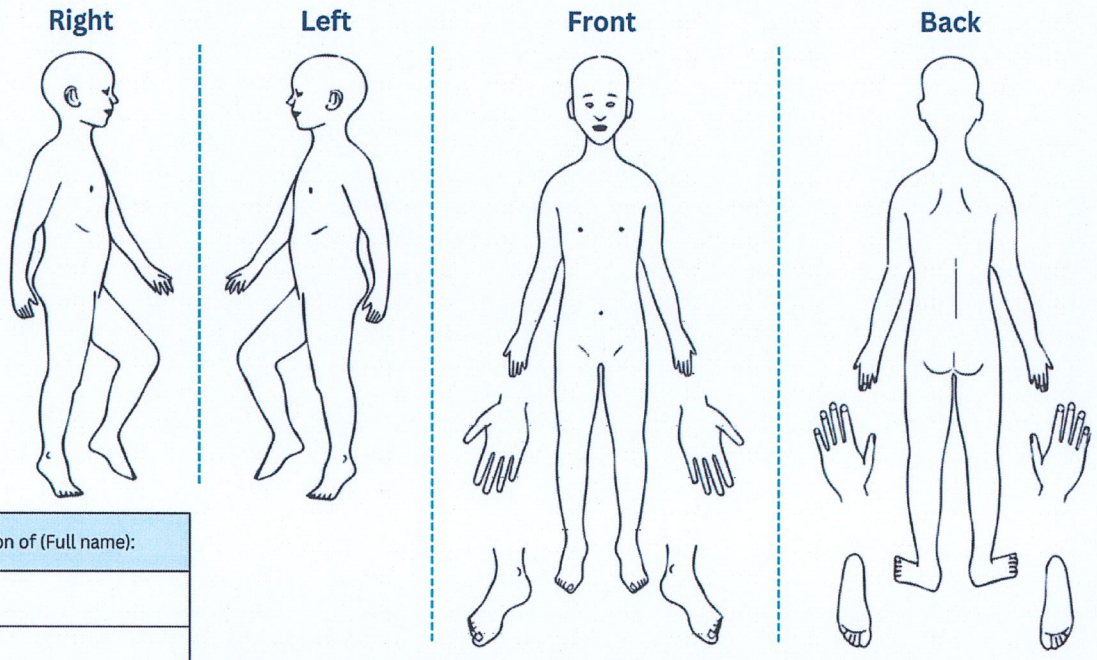
1. Name of child
2. If known, date of birth or approximate age
3. If known, address or place of residence
4. If known, contact phone numbers
5. Name(s) of any other children in household/whanau/group/team
6. Name(s) of parent/caregiver
7. Name(s) of any other adults in household/whanau/group/team
8. Name(s) of adult you are concerned about and their relationship or connection to the child
9. School, Early Childhood Centre or group(s) attended
10. Name of GP or Plunket nurse
11. What are you concerned about?
12. What have you seen or heard?
13. Who was present when you noticed something?
14. When did it happen?
15. What did the child say? Use speech marks.
16. What did the adult say or do that concerned you? Use speech marks.
17. Is it a one-off incident or always occurring?
18. If injury is present or disclosed, provide detail of where on the body. If you have one, use a body map and indicate left and right hand sides.
19. Using the child or adult's own words, record how the injury happened and any other details disclosed. Use speech marks.
20. Provide details of any questions you have asked and the response given. Use speech marks.
21. What have you done to safeguard or protect the child?
22. Who else is aware of or shares your concern(s)?
23. Have you spoken to the child's family of your concern(s)? If not, detail why. For example, fear of child's or own safety. Do the family know you are making a Report of Concern? If yes, what was their response?
24. If you have any reason to believe that a child will be at increased risk of harm as a result of submitting the Report of Concern, please ensure you highlight this concern in your report.
25. Include your full name, job title or relationship to child or young person. Also, your contact number and name of organisation.
26. We encourage you not to remain anonymous and to include your details in the report. This provides the agency you file the report with the option to contact you for more detail or clarification if necessary.
27. If you wish to remain anonymous, please indicate this in your report and clearly state the reason why. Ensure you have included as much detail as possible as the agency will be unable to contact you for more detail or clarification.

Appendix 5– Body Map

Body Map

Label injury location on body diagrams using below chart

Code	Injury
A	Swelling or inflammation
B	Bruising
C	Cuts and grazes
D	Burns and scalding
E	Redness/soreness
F	Scabs and blisters
G	Area of reported pain with no visible signs
H	Other



This body map is a representation of (Full name):			
Date of birth:			
Date recording made:		Size/measurement of injury:	
Description of injury:			
The person recording these details is (full name):			
Designation:		Signature:	