



YMCA NORTH SAFEGUARDING AND CHILD PROTECTION POLICY

Safeguarding is everybody's responsibility

Take care of our children. Take care of what they hear, take care of what they see, take care of what they feel. For how the children grow, so will be the shape of Aotearoa.

*Dame Whina Cooper
Photographer: Michael
Tubberty*



2018-2019

Policy Endorsement



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Date of Next Review: November 2019

Endorsed by:

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.....
Chair of Board of Directors, YMCA North (YMCA of Auckland Incorporated).

Approved by:

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Chief Executive Officer (CEO), YMCA North (YMCA of Auckland Incorporated).



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Related Policies and Procedures

Education (Early Childhood Services) Regulations 2008 (as at reprint 1st July 2017)

Employee Handbook

Licensing Criteria for Early Childhood Education and Care Centres 2008 (HS31-HS34)

MSD OSCAR Standards for approval and provider guidelines 2011

MSD Social Sector Accreditation Standards, Level 3, 2016

MSD Specialist Accreditation Standard: OSCAR Programmes, Level 3, 2016

MSD Specialist Accreditation Standard: Outdoor Pursuits and Camp Programmes for Children and Young People, Level 1, 2 and 3, 2016

Programme Excursion Policies and Procedures

YMCA Drug and Alcohol Policy

YMCA Learning and Development and Safeguarding Induction and Training Strategy

YMCA North Partner Agencies Child Protection Compliance Policy (SP4)

YMCA North Safeguarding Code of Conduct Policy (SP2)

YMCA North Safeguarding Concerns and/or Allegations Against A Staff Member Policy (SP3)

YMCA Safeguarding Incident Form Protocol (SP1)

YMCA Staff Recruitment and Selection Manual

YMCA Whistleblowing Policy



1. YMCA North's Commitment to Safeguarding



“Our tamariki, rangatahi and staffs welfare is paramount. It is imperative all have access to environments fostering their rights, wellbeing and empowering their growth.”

Julian Baldey, CEO of YMCA North

YMCA North provides a variety of services and programmes to children and youth aged between 0-18 years. We take seriously our responsibility to deliver services in caring, nurturing and safe environments. All young people have the right to develop physically, intellectually and socially in a safe environment, free from any form of abuse or neglect. Their welfare, interests and safety are paramount.

We also significantly value the skills, knowledge and expertise our workforce brings to the Y family. Our safeguarding cultures supports making certain our working environments abide by best and safe practice, recognising and promoting YMCA staff welfare

YMCA North's Safeguarding Policies and Procedures, along with our other policies and procedures, reflect our legislative requirements, sector licensing criteria and standards, along with our safeguarding accreditation standards and requirements.

1.0 SAFEGUARDING ACCREDITATION

1.0.1 Sadly, New Zealand has significantly high levels of vulnerability, abuse and neglect. YMCA's purpose is ***'We build strong kids, strong families and strong communities'***, driven by our vision of youth empowerment and healthy living for all.

1.0.2 So strong is our commitment to keeping ***all people*** accessing and delivering our services free from abuse and neglect, YMCA has committed best practice, going above legislative requirements, leading safeguarding in all our undertakings and embedding it as part of YMCA North's culture.

1.0.3 Via our working partnership with the Australian Childhood Foundation (ACF), YMCA North is the holder of Safeguarding Accreditation, post implementing the 7 ACF Safeguarding Accreditation Programme Standards. These support YMCA North in:

- Enhancing and maintaining a collaborative culture, promoting the safety of children/young people, vulnerable adults and community welfare.
- Ongoing development and implementation of a suite of safeguarding policies and procedures, driving adherence to endorsed operational standards at every level.
- Providing mandatory, all staff safeguarding induction and training.
- Capturing the voice of children, young people and their families in safeguarding practices.
- Identifying and responding effectively to safeguarding and welfare concerns, adopting early intervention where possible.
- Advocating inclusivity and child/human rights, enabling youth empowerment and healthy living for all.

1.0.4 All staff (includes volunteers and contractors) are expected to be familiar with and adopt YMCA North safeguarding requirements, ensuring their role and responsibilities are being fulfilled in accordance with YMCA expectations, supporting a consistency of practice across all of our Centres, staff groups and provisions.

1.0.5 YMCA fully identifies with the proverb *'it takes a village to raise a child'* and therefore notes ***safeguarding as EVERYBODY's responsibility.***

1.1 YMCA NORTH'S DEFINITION OF A CHILD

1.1.1 YMCA defines a child/young person aged from 0 - 18 years, who is not married or in a civil union





1.2 POLICY SCOPE AND PRINCIPLES

- 1.2.1 As with all YMCA policies and procedures, staff are expected to be familiar with and adopt these requirements. Ensuring their role and responsibilities are being fulfilled in accordance with YMCA expectations and supports a consistency of practice across all of our Centres, staff groups and provisions.
- 1.2.2 Respecting our values and vision YMCA fully identifies with the proverb ***'it takes a village to raise a child'*** and therefore regards ***safeguarding as EVERYBODY'S responsibility.***
- 1.2.3 The key principles of this policy are to:
- Fulfil YMCA's moral, legal and mission-driven commitment to safeguarding and protecting all from vulnerability, abuse and/or neglect whether actual or suspected.
 - Capture YMCA's commitment to safeguarding through its actions, activities and staff.
 - Ensure the child's welfare is paramount, with responses to concerns being child centred, timely and appropriate to YMCA's legal and organisational role and responsibilities.
 - Certify a consistency of practice across YMCA's provisions in staff having clear guidance on expectations and processes.
 - Advocate YMCA's responsibility to work together and collaboratively with external partners including statutory services if applicable (e.g. Children's Teams, Oranga Tamariki, New Zealand Police).
 - Reflect YMCA's child safe culture, in being open and transparent with all regarding YMCA's Safeguarding and Child Protection policy and procedures, including the sharing of information with children and families and statutory services (where applicable).

1.3 DUTY OF CARE

- 1.3.1 When a child/young person is participating in a YMCA service/programme independently from their parent and/or carer, the duty of care is passed from the parent/carer to the YMCA service and/or programme.
- 1.3.2 Staff have a duty of care in respect to the children/young people enrolled in the programme and/or accessing that service. This duty of care towards others includes protecting them from unnecessary risk of harm.
- 1.3.3 All possible care **must be taken** to ensure children and young people's wellbeing and safety is met, certifying YMCA North acts without negligence.

1.3 COMMUNITY WELFARE

- 1.4.1 YMCA's safeguarding responsibilities include all people accessing our services and/or programmes. This includes, but is not exclusive to, all children/young people staff may encounter through their YMCA positions (e.g. siblings and/or any other children brought to their awareness) as well as adults and other staff.
- 1.4.2 YMCA is proud to provide services in a manner consistent with Section 6 of the Oranga Tamariki Act 1989, reflecting the principle that ***the welfare and interests of the child or young person are the first and paramount consideration.***
- 1.4.3 Staff are to consider community welfare as a whole. Vulnerability can affect adults (over 18 years) as well as children/young people (under 18 years).
- 1.4.4 If staff suspect and/or known of concerns relating to an adult, YMCA continues to expect staff to report their concerns under welfare reporting structures.
Particularly when vulnerable adults are known to hold or be undertaking, parental responsibility of dependants. If there is, a concern surrounding the adult(s), then by default this concern encompasses their dependant(s).





- 1.4.5 Community welfare concerns can also arise when a safeguarding concern is identified yet may not be current for that child/young person or their family. However, the risk is current for other children/young people (*e.g. an historic allegation against a professional but that professional is still practising and continues to have access to children/young people*).
- 1.4.6 Safeguarding Staff responding to and/or managing community welfare concerns will be aware of which statutory and non-government services would be available/unavailable depending on the case needs. In all concerns, New Zealand Police remains an available service.

2. Safeguarding Governance and Safeguarding Staff

To embed a safeguarding culture within all our undertakings, YMCA has formed the following Safeguarding Support Structures. In addition to their specific roles and responsibilities, individually and collectively these structures are expected to:

- Embed a safeguarding culture throughout YMCA and within all of YMCA's undertakings.
- Assist anyone (staff or customer) who may have a safeguarding concern.

2.0 Safeguarding Governance Group

Makes certain YMCA North reflects working together and adoption of safeguarding requirements throughout all YMCA's business units.

2.0.1 This group is a strategic group with core representatives including BoD, CEO, Senior and Safeguarding Management. Non-core representatives are invited to represent and/or present back on their business units/tasks.

2.0.2 The CEO is the Chair.

2.0.3 The Safeguarding Governance Group supports the following functions:

- Certifies hierarchical and organisational ownership of safeguarding.
- Establishes the strategic safeguarding direction.
- Drives the necessary safeguarding operational requirements needed.

2.1 Safeguarding Working Group

Post direction from the Safeguarding Governance Group, the Safeguarding Working Group incorporates cross-organisational representation who take forward safeguarding operational needs.

2.1.1 The Working Group may establish further sub groups who are allocated specific areas of focus and are structured as identified by the Safeguarding Governance and/or Working Group.

2.1.2 Sub-Groups incorporate a blend of cross-organisational staff and various staffing levels.

2.1.3 Sub-Group leads are identified within the appointment of the group and may fall to any personnel represented within the group.

2.1.4 The Safeguarding Working Group and Sub-groups include safeguarding staff representation.

2.2 Designated Safeguarding Board of Directors (BoD) Representative

YMCA North is proud of its safeguarding culture running from BoD to frontline levels. To aid clear alignment YMCA BoD has a designated safeguarding representative who is a member of the Safeguarding Governance Group.

2.3 Group Manager - Safeguarding

YMCAs Group Manager-Safeguarding is the lead for YMCA's safeguarding division. Providing direction, support and oversight towards YMCA Norths safeguarding undertakings and leading on YMCA's external safeguarding services.





2.4 Safeguarding Manager

The designated Safeguarding Manager focuses on YMCA's internal safeguarding and child protection requirements, including those identified under New Zealand legislation and the ACF Safeguarding Accreditation. This position has two primary functions:

1. Support and lead staff in managing any safeguarding and child protection concerns.
2. Certify YMCA's compliance to safeguarding requirements, continuing to reflect and grow YMCAs safeguarding culture.

2.5 Safeguarding Champions

YMCA has a pool of Safeguarding Champions representing YMCA's various business units as well as Centre locations.

2.5.1 In addition to their main YMCA positions, Safeguarding Champions:

- Drive safeguarding compliance within their working environments and divisions.
- Support all staff with advice and guidance surrounding identifying and/or responding to suspected and/or known safeguarding concerns.
- Support Managers who may have identified safeguarding actions requiring signposting and/or referred to external community services and/or agencies.

2.5.2 Although Champions are most likely be contacted by staff within their specific business unit and/or YMCA Centre, Champions are available to all staff, locations and business units.

2.5.3 All Safeguarding Champions undertake NZQA (New Zealand Qualifications Authority) accredited Child Protection Training.

Staff Quote:

"Glad to see everyone from Board to frontline is in on this"

Marcus Hong, Customer Service Specialist, Ellerslie

3. Legislation and Guidance

YMCA Norths safeguarding policy and frameworks are compliant and reflective of our legislative requirements, sector licensing criteria, standards and other associated YMCA policies and procedures where applicable

3.0 LEGISLATION AND GUIDANCE (Appendix A)

3.0.1 In accordance with the Vulnerable Children Act 2014 this policy supports:

1. Staff (including volunteers and contractors) being recruited and retained under Safer Recruitment and Police Vetting processes.
2. Staff identifying welfare concerns including vulnerability, physical, sexual, emotional abuse and neglect.
3. Staff reporting known and/or suspected welfare concerns.

3.0.2 **Appendix A** details the legislation and guidance underpinning YMCA safeguarding frameworks.



4. Safer Recruitment

4.0 SAFER RECRUITMENT AND SCREENING

4.0.1 In accordance safeguarding best practice and with the Vulnerable Children Act 2014 this policy supports YMCA Staff being recruited and retained under Safer Recruitment and Police Vetting processes.

- YMCA have expanded these requirements to include volunteers and contractors;
- Recruitment processes reflect workforce safety checks (police vetting); and
- Screening Risk assessment processes

4.0.2 All YMCA staff recruitment is to be undertaken in accordance with YMCA Staff Recruitment and Selection Policies, procedures and guidance, as well as YMCA's Employee Handbook.

4.0.3 Should an employee be in a position responsible for recruiting other members of staff, there is a requirement to abide by all aspects of the Staff Recruitment and Selection Policies and Procedures. **Omitting or ignoring any of the due diligence requirements will be viewed as serious misconduct and may result in disciplinary action.**

4.1 WORKFORCE SAFETY CHECKS

4.1.1 Police Vetting

YMCA is committed to ensuring employees, volunteers and contractors have appropriate backgrounds to minimise risks to employees, children, internal and external clients, the community and YMCA. Police checks will be carried out on all YMCA staff prior to being offered employment or engagement. All offers of employment are subject to a satisfactory police records check.

4.1.2 If a police record check reveals a relevant history or any criminal conviction(s) (under the Vulnerable Children Act 2014, those employed in Early Childhood Education (ECE) or Out of School Care and Recreation (OSCAR) would be exempt from Criminal Records (Clean Slate) Act 2004) that is unsatisfactory or has not been declared by the applicant at their interview or on their application for employment form, the matter may be discussed with the applicant and a determination will be made as to the appropriate course of action.

4.1.3 In certain circumstances, if the police check is unsatisfactory or if the applicant has provided fraudulent information or failed to declare relevant information, an offer of employment will not be made. Likewise, if an employee has an unsatisfactory police check result or if the employee has provided fraudulent information or failed to declare relevant information their employment could be terminated immediately.

4.1.4 Criminal Convictions

The employee must inform their Centre Manager or relevant manager at the time of recruitment, and at any time during the course of their employment (paid, voluntary or contracted) at YMCA, of any criminal charges that are pending and/or any past convictions.

4.1.5 For employees working in the ECE or OSCAR programme areas, the Vulnerable Children Act 2014, exempts any criminal convictions concealed under the Criminal Records (Clean Slate) Act 2004.

4.1.6 The investigations of third parties, such as the police, will not be automatically relied upon in such circumstances and YMCA may conduct its own investigation.



4.1.7 **Renewed Police Vetting**

In accordance with the Vulnerable Children Act 2014, YMCA will renew staff police checks. Police checks will be re-done on all staff biennially (every two years). Additionally, YMCA can at any time conduct a police check on the employee because of the nature of their work and/or changes in position that require a revised police checks. The employee can access the results of any police check conducted in regard to the Privacy Act 1993.

4.1.8 **Risk Assessment Processes**

In addition to Police Vetting, YMCA ensures safer recruitment via screening risk assessment processes including a thorough checking of applicants' suitability for their role, responsibilities and to be in contact with children, young people and their families. Whilst not exhaustive, key processes include:

- All positions being based against a formal Position Description and Specification.
- Application Form process (CV's must accompany an application form however, must reflect a 5 year work history).
- Pre-screening phone interviews include safeguarding components.
- Identification verification and verification of right to work in New Zealand.
- Formal interviews including safeguarding related questions.
- Verification of qualifications, certificates and registrations (if applicable).
- References and verification of references

4.2 **STAFF SAFEGUARDING RESPONSIBILITIES**

4.2.1 To embed a safeguarding culture, it is crucial all YMCA staff regard and respect ***Safeguarding as everybody's responsibility***. Whilst YMCA have established specific safeguarding support structures, these are to support staff and do not in any form remove safeguarding responsibilities from other staff.

4.2.2 All staff are accountable to their Line Managers, up to CEO, CEO to Board of Directors, for ensuring Safeguarding policies and practices are effectively implemented and monitored. In particular, all staff are required to:

- A. **Environment:** Promote and reflect safeguarding in their values and work practices, ensuring all those accessing YMCA are provided with welcoming, safe, open and honest environments; encouraging open communication from all regarding their safety and wellbeing.
- B. **Safe Practice:** Commit to all YMCA safeguarding and child protection policies, procedures and guidelines ensuring positive interactions with, and expected supervision of, children and young people.
- C. **Culture:** Identify and report any suspected and/or known suspicions, concerns, disclosures or allegations relating to vulnerability, abuse and/or neglect.
- D. **Role Model:** Maintain a position of trust including undertaking initial and revised police checks, reporting anything to Management that may indicate a possible risk to children/young people. Act as a positive role model for children, young people, their families and other YMCA staff.
- E. **Competence:** Complete Safeguarding Induction, Training and Policy Briefings as instructed, refreshing safeguarding training annually. Demonstrate responsibilities in reporting any suspicions, concerns, disclosures and/or allegations relating to safeguarding and/or child protection concerns.
- F. **Working Together:** Involve children, young people and their parents/carers by seeking their views and providing clear and concise information regarding YMCA safeguarding

Staff Quote:

“Very helpful for how to apply policies and guidelines in our/all YMCA roles”
Sarah Wenzlick, Gymnastics Coach & OSCAR Leader, Massey



4.3 POSITION OF TRUST

- 4.3.1 Relationships between an adult and a child/young person, or peers in positions of responsibility (e.g. young 'leaders'), are not relationships between equals. Being in an organisational environment and one person having, or perceived to be having a position of authority over the other, enables potential for exploitation and harm of vulnerable people.
- 4.3.2 Staff/individuals (e.g. young leaders) in these positions are in a *Position of Trust*. All have a responsibility to ensure this trust is maintained and this unequal balance of power is not used for personal advantage, gratification or any other negative reasons.
- 4.3.3 Staff are to recognise instigating any form of sexual relations with a person under 18 years accessing YMCA services or programmes, via their professional relationship, is regarded as a breach of their position of trust.
- 4.3.4 All YMCA staff and peer groups with noted responsibilities should always model their Position of Trust, maintaining appropriate professional boundaries and avoiding any behaviour that may be misinterpreted by others or go against YMCA staff responsibilities and/or expected safeguarding code of conduct.
- 4.3.5 All YMCA staff directly or indirectly involved with children and/or young people have responsibility to:
- Identify suspected or known welfare concerns specifically those relating to vulnerability, abuse (including Family Violence, Bullying and Cyberbullying) and/or neglect.
 - Respond to and report suspected or known concerns in accordance with YMCA safeguarding policies, procedures and expectations, ensuring the child's welfare remains paramount.
 - Constantly comply with and review their professional practice ensuring adoption and demonstration of YMCA and sector codes of conduct requirements.

4.4 YMCA NORTH'S SAFEGUARDING CODE OF CONDUCT (Appendix B)

- 4.4.1 This guidance relates to YMCA North Safeguarding Code of Conduct Policy (SP2).
- 4.4.2 Whilst also being available as a subsequent policy, YMCA Safeguarding Code of Conduct is part of YMCA's Safeguarding and Child Protection Policy and interpretations should be in conjunction with this policy.
- 4.4.3 YMCA's Safeguarding Code of Conduct reflects and promotes sector standards; safeguarding best practice, upholds YMCA values and supports all involved.
- 4.4.4 YMCA's Safeguarding Code of Conduct signage is to be displayed within all staff and child/young person service environments with clear visibility for children/young people, their families and YMCA stakeholders.
- 4.4.5 In addition to signage, YMCA Safeguarding Code of Conduct is also promoted through a range of channels including but not exclusive to:
- YMCA safeguarding policies and procedures including any briefing events.
 - YMCA Safeguarding Induction and Training
 - YMCA Website, Intranet and Workplace
- 4.4.6 The Safeguarding Code of is applicable to all YMCA Staff.
- 4.4.7 YMCA appreciates at times there may be exceptions or exceptional circumstances where aspects within these guidelines may not be able e.g. due to certain positions, business operational activities/services or during an emergency. Where applicable the Safeguarding Code of Conduct recognises those aspects.

Staff Quote:

"Great to have clear 'do's and don'ts' for all YMCA Staff (particularly as a Manager)"

Emily Morris, Fitness Manager, Hamilton



- 4.4.8 For circumstances and settings outside of these remits, it is crucial that:
- i. Staff seek the Safeguarding Management authorisation prior to taking action contravening these guidelines. If not possible, the Safeguarding Management should be advised as soon as possible post any incident breaching these requirements.
 - ii. When a policy breach occurs, a Potential Breach Notification Form must be completed to record all such situations.

- 4.4.9 By signing documentation reflecting their commitment to safeguarding and child protection, staff are confirming they have:
- Been provided with a copy or been shown how to access YMCA's Safeguarding and Child Protection Policy and Safeguarding Code of Conduct.
 - Have read and have understood the 'Practice and Conduct guidelines' of YMCA North.
 - Understand their responsibilities in relation to ensuring and promoting the safety of children and young people.
 - Will observe the guidelines during their employment/time with YMCA to ensure and promote the safety of children and young people participating in any YMCA service, programme or accessing a Centre operated by YMCA.

Understand they must report any criminal conviction or charge subsequent to their employment that indicates they may present a potential risk to the children or young people or affect position duties.

- 4.4.10 Staff can feedback suggestions against this Safeguarding Code of Conduct or any other safeguarding policies, procedures and/or guidance, via [YMCA Safeguarding and Child Protection Policy Feedback Form](#).
- 4.4.11 **Conduct in breach of YMCA's Safeguarding Code of Conduct may be subject to disciplinary action up to and including dismissal. Any breaches of law will be referred to New Zealand Police and/or other applicable welfare services.**

4.5 POLICY BREACHES

- 4.5.1 YMCA expects staff to have high standards of ethical and professional behaviour at all times. Where an employees on or off duty behaviour,, influences his or her ability to carry out normal duties or is detrimental to the best interests or reputation of YMCA (this could include inappropriate or adverse commentary in a social media environment), such actions will be treated as breaches of YMCA Safeguarding and Child Protection Policy and Safeguarding Code of Conduct and may be subject to disciplinary action.
- 4.5.2 All policy breaches are to be recorded on that YMCA Centre's [Policy Breach Notification Form](#).
- 4.5.3 Forms are managed by and held with the Centre Manager. Safeguarding Support Staff will monitor these forms no less than once every 6 months.
- 4.5.4 Conduct in breach of YMCA's Safeguarding Code of Conduct may be subject to disciplinary action up to and including dismissal.
- 4.5.6 Any breaches of law will be reported to New Zealand Police and/or other applicable welfare services.

4.6 NO SETTLEMENT AGREEMENTS

- 4.6.1 YMCA commit not to use 'settlement agreements' where these are contrary to a culture of safeguarding.
- 4.6.2 Should a staff member tender their resignation or cease to provide their services to YMCA, this will not prevent a staff concern and/or allegation being investigated in accordance with YMCA safeguarding and/or HR policies and procedures.
- 4.6.3 It is important for all involved that every effort is made to reach a conclusion in all cases of staff concerns and/or allegations bearing on the safety or welfare of children and/or young people, particularly when the person concerned may have continued access to children and/or young people outside of YMCA.



5. Safeguarding Induction and Training

5.0 SAFEGUARDING INDUCTION

- 5.0.1 The YMCA is committed to providing effective safeguarding induction and training for all new and existing staff as it strives to deliver a child safe environment at all times. The process of inducting and training staff will comply with all requirements embedded within YMCAs Employee and Learning and Development Policies and Procedures.
- 5.0.2 A. Within their first week new staff will know the requirements of and how to access YMCA Safeguarding and Child Protection Policy and Safeguarding Code of Conduct, including how to identify and report concerns. Requirements include:
- YMCA defines a child/young person under 18yrs.
 - Electronic copies via [YMCA Website](#) or [Intranet \(Safeguarding\)](#)
 - Hard Copies within Reception and staff area(s)
 - YMCA Safeguarding and Child Protection Policy is our full policy, the YMCA Policy Summary Guide is a summative version of the policy focusing on identifying, reporting and responding to safeguarding concerns.
 - In identifying concerns YMCA recognises the below as categories of abuse:
 - Physical Abuse
 - Sexual Abuse including exploitation
 - Emotional Abuse including bullying
 - Neglect
 - Family Violence
 - Indicators of abuse may be both physical and/or behavioural.
 - YMCA operates a mandatory reporting process.
 - Report concerns to your Line Manager unless they relate to a YMCA Staff member then you go directly to the Centre Manager (if unavailable most senior onsite Manager).
 - Alternative contacts should onsite management be unavailable and/or unsuitable.
- 5.0.3 B. All new staff participating in their induction program will be guided through all safeguarding aspects, standards and regulatory criteria specific to their working environment.
- 5.0.4 C. All existing staff are required to attend mandatory safeguarding briefing events where they will be provided with safeguarding guidance outlining YMCAs safeguarding policies, operating procedures and legislative requirements as they relate to YMCA's programs/services.
- 5.0.5 D. Once staff have received their safeguarding induction or briefing, their signed commitment form is to be forwarded to YMCA Learning and Development for recording within the staff members personal development records.

5.1 SAFEGUARDING TRAINING

- 5.1.1 All safeguarding training is mandatory, as is safeguarding refresher training.
- 5.1.2 Ideally within their first week of employment, all new staff will undertake the *ACF on-line safeguarding children training with the Australian Childhood Foundation. It is mandatory this training is completed within their first month. ****Unless under 16 years, for these young people alternative safeguarding training is offered.***
- 5.1.3 Successful completion of ACF on-line training will generate a certificate, a copy of which is to be forwarded to YMCAs Learning and Development Department for inclusion in staff's professional development records.



- 5.1.4 Post completion of the ACF online safeguarding training (ideally a week but definitely within 1 month) and within 3 months of employment staff are to undertake YMCA face-to-face Safeguarding Training applicable to their level of responsibility.
- 5.1.5 Certificates obtained for this training will be provided to the respective Staff Members, with the Learning and Development Department holding all signed registration forms for staff attendance verification recorded in their professional development records.
- 5.1.6 All staff (includes volunteers and contractors) are to renew their YMCA safeguarding training annually.
- 5.1.7 Where applicable, any staff identified by the Safeguarding Manager as being excluded from the above training structures, will be provided with alternative safeguarding briefings applicable to their sector, role and responsibilities e.g. YMCA Accommodation staff.
- 5.1.8 Whilst remaining respectful to staff's professional requirements, all safeguarding training recognises the subject's emotional component and is offered in a sensitive manner.
If on more than one occasion the emotional impact of this training prevents a staff member from being able to complete the course in full, YMCA may be required to review their competence in adhering to YMCA safeguarding requirements given their overriding professional responsibility to children/young people in theirs and YMCA's care.

6. Identifying Safeguarding and Child Protection Concerns

Due to the nature of their positions and the time spent with children/young people and their families, all staff hold a critical role in identifying, reporting and preventing vulnerability and abuse. This policy aims to support staff in identifying and responding to actual or suspected indicators of vulnerability, abuse and/or neglect.

Staff are expected to be familiar with these and other underpinning safeguarding requirements, ensuring they are operating in full accordance with YMCA expectations and supporting a consistency of practice across our centres and services.

YMCA wishes to protect the wellbeing and safety of all children/young people however, they may come to our awareness.

6.0 VULNERABILITY & VULNERABLE GROUPS

6.0.1 YMCA adopts **The White Paper for Vulnerable Children Volume 1 (October 2012)** definition of vulnerability:

“...Vulnerable children are children who are at significant risk of harm to their wellbeing now and into the future as a consequence of the environment in which they are being raised and in some cases, due to their own complex needs.

Environmental factors that influence child vulnerability include not having their base emotional, physical, social, developmental and/or cultural needs met at home or within their wider community”

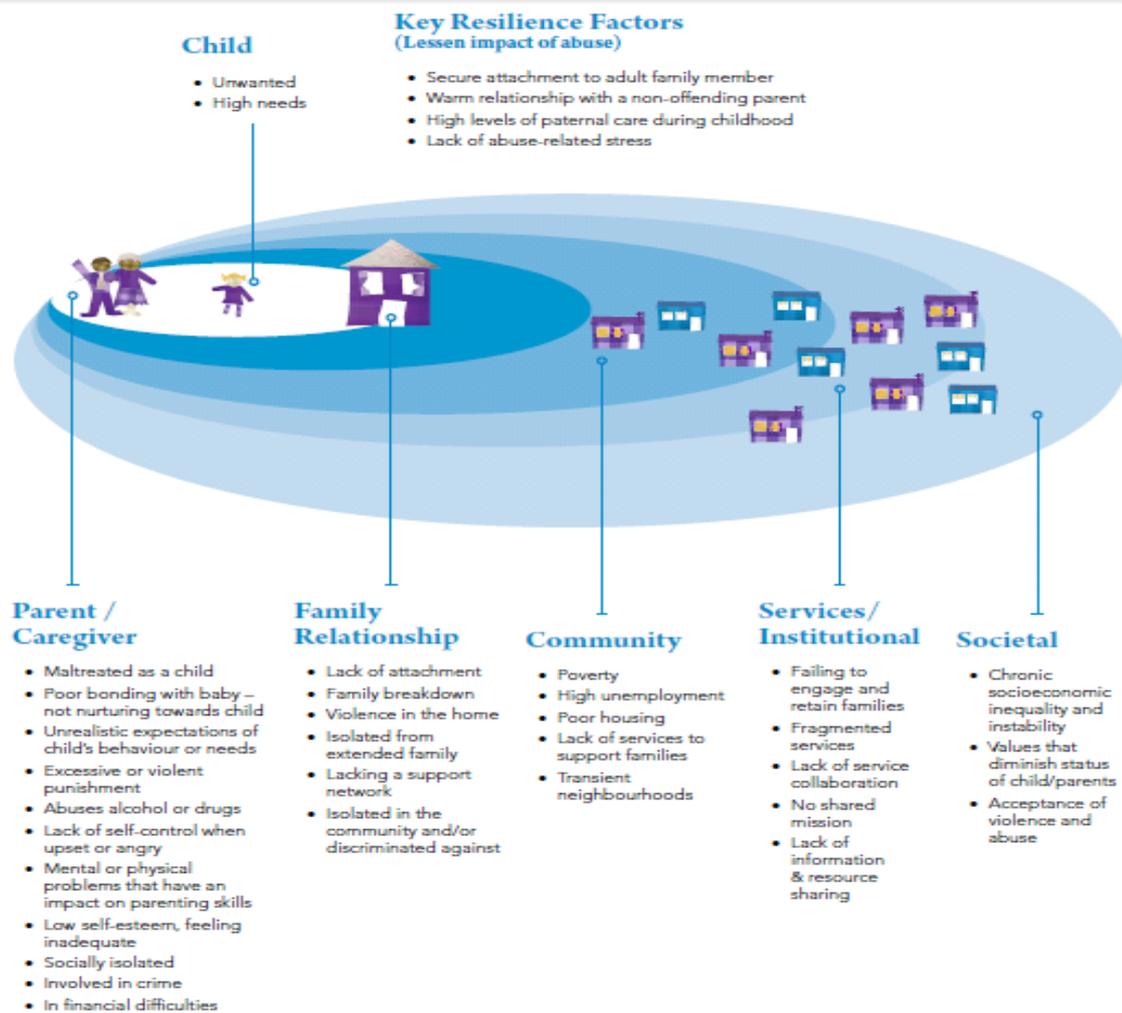
6.0.2 By virtue of being 'dependent', all children/young people are recognised as being vulnerable. However, some children/young people are statistically known to be more vulnerable than others to possible harm and/or abuse.

6.0.3 Many of these children/young people access YMCA facilities, services and/or programmes. YMCA expects staff to be aware of their increased vulnerability risks.

6.0.4 Whilst not exclusive, those recognised as having increased vulnerability include:

- Māori and/or Pasifika
- Children under 5 (particularly under 1s)
- Children with disabilities
- Children living in households affected by family violence, parental substance misuse and/or undiagnosed/untreated parental mental illness
- Children affected by gang activity
- Children from out of home care
- Young parents (under 18 years)
- Cumulative Harm

6.0.5 As referenced in the **White Paper for Vulnerable Children Volume 1 (October 2012)** there are many factors across various components that contribute to increasing risk.



125 Berger, LM & Waldfogel, J (2011). Economic determinants and consequences of child maltreatment. *OECD Social, Employment and Migration Working Papers*, No. 111 (pp11–12). OECD Publishing.

6.0.6 YMCA is committed to supporting children and families in developing resilience, as well as constantly reviewing and developing YMCA practice, to help make certain that YMCA does not operate in a manner, which may increase risk factors to all involved parties.

6.0.7 YMCA appreciates early intervention targeting vulnerabilities is key to preventing needs from escalating and potential harm or abuse from occurring.

6.0.8 YMCA recognises safeguarding as a shared responsibility and as well as responding to child protection concerns, YMCA has an organisational responsibility and a value of caring, driving our practice in promoting early intervention.

In responding to vulnerability, YMCA hopes to support children and their families during vulnerable times assisting in the reduction of risk.

6.1 CHILD ABUSE AND/OR NEGLECT (Appendix C)

6.1.1 **Definition of child abuse - Section 2, Oranga Tamariki Act 1989** defines child abuse as:

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

6.2 CATEGORIES OF ABUSE

6.2.1 YMCA notes the following as categories of abuse.

- **Physical Abuse**
- **Sexual Abuse**
- **Emotional Abuse**
- **Neglect**

6.2.2 In addition to the above main categories, due to their prevalence YMCA has decided to internally recognise the following as categories of abuse:

- **Grooming and Sexual Exploitation**
- **Family Violence**
- **Bullying/Cyberbullying**
- **Protecting Children and Young People from Exposure to Inappropriate Material**
- **Safeguarding and Technology**
- **Cumulative Harm**

6.2.3 YMCA adopts the following definitions for all categories of abuse.

Appendix C notes possible physical and behavioural indicators for each category.

6.2.3A **Physical Abuse**

A non-accidental act on a child/young person resulting in physical harm. It may involve (but is not limited to) hitting, shaking, throwing, burning or scalding, biting, cutting, poisoning, drowning, strangling or suffocating or anything else that could cause physical harm to a child/young person.

Physical abuse may also involve fabricating the symptoms of illness or deliberately inducing illness in a child/young person.

Sources: Oranga Tamariki, Interagency-guide-working-together, August 2017; UK Government, Working Together to Safeguard Children, July 2018

6.2.3B Emotional Abuse

Some level of emotional abuse is involved in all types of maltreatment, though it may also occur alone.

Emotional abuse is often a persistent pattern of behaviour towards a child or young person, but can also include a single severe incident, as to cause severe and adverse effects on their emotional wellbeing. It may involve, but is not limited to:

- persistently withholding affection, being rejected, ignored, isolated, humiliated, terrorised, corrupted and belittled
- eroding their sense of self-worth and self-respect
- Verbally abusing and/or causing them to live in fear
- Conveying they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say and how they communicate.
- Having expectations that are significantly inappropriate for their development or age
- Overprotection and limitations of exploration and learning, or preventing the child from participating in normal social interactions.
- Bullying (including cyberbullying).
- Exploiting or corrupting of children
- Seeing or hearing the ill-treatment of another.
- deliberate or persistent disregard for their cultural identity and wellbeing.

This list is not exhaustive and consideration should always note the actual or potential impact on a child or young person.

Sources: Oranga Tamariki, Interagency-guide-working-together, August 2017; UK Government, Working Together to Safeguard Children, July 2018

6.2.3C Neglect

Neglect is the most common form of abuse and although the effects may not be as obvious, they are just as serious, leading to damaged self-esteem and a lost opportunity to thrive in the world. Neglect is the persistent failure to meet a child or young person’s basic physical and psychological needs. It is any act or omission resulting in impaired physical functioning, injury, health and/or development of a child/young person. It may involve, but is not limited to:

- Physical Neglect: not providing the necessities of life like enough food, clothing and a warm place to live (including exclusion from the home or abandonment).
- Neglectful Supervision*: leaving children home alone, or without someone safe looking after them during the day or night (including inadequate care-givers).
- Emotional Neglect: not giving children the comfort, attention and love they need through play, talk and everyday affection or unresponsiveness to a child’s basic emotional needs.
- Medical Neglect: the failure to take care of their health needs (including dentistry).
- Educational Neglect: allowing chronic truancy, failure to enrol children in school, or inattention to special educational needs.
- A refusal to assume parental responsibility.

Neglect may also occur in pregnancy e.g. via parental substance misuse, family violence.

**NB. In accordance with Summary of Offences Act 1981, Section 10B Leaving a Child without reasonable supervision and care*

Sources: Oranga Tamariki, Interagency-guide-working-together, August 2017; UK Government, Working Together to Safeguard Children, July 2018



6.2.3D **Sexual Abuse**

Sexual abuse can involve, but is not limited to coercing, forcing or enticing a child or young person to take part in sexual activities. Sexual abuse can be perpetrated by males, females and other children/young people (peer-to-peer). Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. It also includes non-contact activities, such as involving a child or young person in looking at, or in the production of sexual images, watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

It often begins with some form of grooming, which is when the person prepares the child for sexual contact or exploitation, by lowering their inhibitions and gaining their trust – this includes via the internet and social media.

Sources: Oranga Tamariki, Interagency-guide-working-together, August 2017; UK Government, Working Together to Safeguard Children, July 2018

6.2.3E **Sexual Exploitation**

Sexual exploitation is a form of sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age 18 into sexual activity:

- In exchange for something the victim needs or wants; and/or
- For the financial advantage or increased status of the perpetrator or facilitator.
- In the form of gang activity
- Through the use of technology

The victim may have been sexually exploited even if the sexual activity appears consensual. It is a form of abuse often misunderstood by victims and outsiders as consensual; children/young people often trust their abuser(s) and don't understand they are being abused. They may be tricked and/or groomed into believing they are in a loving consensual relationship.

Sources: Adapted from UK Government, Working Together to Safeguard Children, July 2018

6.2.3F **Grooming**

Grooming is a term used to describe what happens when an abuser builds up a relationship with a child with a view to abusing them at some stage. There is no set pattern to the grooming of children. For some abusers there will be a lengthy period of time before the abuse begins.

The child may be given special attention and what starts as an apparently normal display of affection, such as cuddling, can develop into sexual touching or masturbation and then into more serious sexual behaviour. Other abusers may draw a child in and abuse them relatively quickly.

Some abusers don't groom children but abuse them without forming a relationship at all. Grooming can take place in any setting where a relationship is formed, such as leisure, music, sports and religious activities. It may also take place in virtual settings e.g. via internet (social media, etc.) interactive electronic devices e.g. games, phones, etc.

Grooming covers 6 stages:

1. Targeting the victim
2. Gaining the victims trust
3. Filling a need
4. Isolating the child/young person
5. Sexualising the relationship
6. Maintaining control

Source: Adapted from YMCA Brisbane: Safeguarding Children and Young People Policy February 2014

6.2.3G **Family Violence**

It may be a single act of violence, or a number of acts that form a pattern of abuse. It covers the range of abuse types – it can be physical, emotional and sexual – and victims suffer in all these ways. Family violence includes yelling and hitting, as well as threatening to harm people, pets or property.

Children are always affected when there is violence in the family. Even if they're not being physically harmed themselves, they will be emotionally harmed. Exposure to and/or witnessing Family Violence is also recognised as a form of emotional abuse.

Family Violence can be carried out by anyone in a domestic or close relationship. This includes a partner or ex-partner, boyfriend or girlfriend, carer, parent, older child, sibling, friend, flatmate or family member. They don't have to be living with the person(s) being affected. It may involve, but is not limited to:

- Financial abuse
- Allowing a child to witness abuse
- Physical violence or abuse
- Emotional/Psychological abuse (threats, intimidation, harassment, and damage to property)
- Sexual violence or abuse

Sources: Adapted from Oranga Tamariki, *Interagency-guide-working-together*, August 2017; www.oneyouok.org.nz/family-violence/thelaw/

6.2.3H **Bullying**

Bullying relates to inappropriate use of a real or perceived power by one or more persons over another person or a group regarded as less powerful. Acts of bullying are generally repeated or have the potential to be repeated over time. Bullying relates to hurting someone else (physically and/or emotionally) and may take many forms that are often interrelated and include:

Verbal: Name calling, Gossiping, Put downs, Threats

Physical: Hitting, Pushing, Punching, Kicking, Scratching, Tripping, Spitting, Hiding or damaging possessions

Social: Ignoring, Isolating, Excluding, Ostracising, Alienating someone

Emotional: Spreading rumours, Threatening/ Intimidating/ undermining/ or humiliating someone, Stalking, Constant criticism, Controlling or manipulating someone

Concerns relating to bullying encompass both those perpetrating these acts and those suffering as a result.

6.2.3I. **Cyberbullying**

Bullying can happen anywhere including online, which is called Cyberbullying. This is usually perpetrated using social media networks, games and mobile phones. This can include spreading rumours, posting nasty or embarrassing messages, images and/or videos.

Those suffering from Cyberbullying may know who is bullying them or they may be targeted by someone using a fake or anonymous account, with anonymity often increasing the likelihood of others engaging in bullying behaviour.

Often due to being challenging to stop, remove and by being constant (wherever they are, any time of day or night) children/young people can feel like there's no escape.



6.2.3J **Protecting Children and Young People from Exposure to Inappropriate Material**

YMCA is committed to protecting children from exposure to inappropriate materials (e.g. explicitly sexual or violent in nature). The processes by which this happens include:

- Web Content filtering
- A Cyber Safety Policy and Procedures
- Centre-based processes to ensure magazines and other materials donated to the Centre and used by children are checked for inappropriate images.

Source: Adapted from Licensing Criteria for Early Childhood Education & Care Services 2008 and Early Childhood Education Curriculum Framework, HS32, May 2016

6.2.3K **Safeguarding and Technology**

There is a need for staff to be aware of the risks young people may be subjected to as a result of technology. In addition to being a means of perpetrating abuse towards others, technology can also be exploited as means of grooming young people for exploitation and/or abuse. In addition to the pre-mentioned Cyberbullying, whilst not exclusive, other forms of concerns may relate to:

- Trolling – can include physical threats, stalking and/or sexual harassment
- Image-based abuse – sharing or threatening to share intimate images
- Sextortion – using intimate images to blackmail the victim
- Impersonation/Fake Accounts
- Identity abuse –
 - Doxing – personal details being shared or publicised online, resulting in offensive comments and/or unwanted calls or visits from strangers
 - Image – use of image has been morphed into another photo (e.g. person's body), usually sexual explicit material.
- Defamatory comments – intended to harm the individual and/or their reputation.

6.2.3L **Cumulative Harm**

Harm is often cumulative. It can reflect:

- A child's sense of safety, stability and wellbeing being reduced by a series or pattern of harmful events and experiences.
- These may be interrelated, and maltreatment may recur over prolonged periods.
- The daily impact on the child can be profound and exponential, covering multiple dimensions of the child's life.
- Including accumulation of harm from a range of sources/types.

Should YMCA identify indicators of concern that individually are below external service thresholds, yet are noted to be having and/or may have an impact on the child's welfare; YMCA will advocate early intervention. Should the same or similar concerns continue to arise and exceed three occurrences, YMCA may then regard concerns as cumulative harm and seek advice, guidance and/or interventions via Oranga Tamariki.

7. Disclosures of Safeguarding and Child Protection Concerns

7.1 TYPES OF DISCLOSURE

7.1.1 A disclosure is when a person talks about something relating to vulnerability, abuse and/or neglect. There are 3 main types of disclosure and they may relate to a vulnerable child/young person and/or adult:

- A. **Direct Disclosure:** Sometimes a person will tell you directly they are being abused or neglected. They might begin with one example and see how you react.
- B. **Indirect Disclosure:** This is when a person doesn't tell you directly, but consciously or subconsciously communicates what they have experienced indirectly. For example via their behaviours, emotions, art, writing, appearance, enquiries or discussions, and/or indicators observed.
- C. **Third Party Disclosure:** This is when someone else (e.g. parent/carer, friend, another professional, another parent) shares a concern with you about another person. Sometimes (more commonly when coming from a child) they are initially portrayed as a third party, although transpire to be *indirect disclosures* e.g. "my friend's parent is hurting her", when actually it is them/their situation.

7.2 HANDLING A DISCLOSURE

7.2.1 Conversation permits questions, opinions, perhaps interruptions, etc. However, the moment a safeguarding concern is shared this becomes a disclosure. Therefore, all 'normal' conversation methods are not applicable as continuing these practices, whilst unintended, could result in increased risks of harm to the person disclosing and/or jeopardise any possible Police investigations (if applicable). Upon receiving/identifying a disclosure, staff's primary role is to LISTEN and allow the disclosure to continue for as long as the person disclosing feels comfortable.

YMCA Staff are not to investigate or question a person making a disclosure. The below guidance adopts best practice and should support staff in handling a disclosure.

7.2.2	DO	DON'T
	<ul style="list-style-type: none"> ✓ Believe the person and take what they say seriously. ✓ Be accessible. ✓ Listen carefully. ✓ Reassure the person e.g. <i>they are right to tell; it's not their fault.</i> ✓ Thank them for telling you. ✓ Tell them you will try to get help and if necessary explain this may involve telling another staff member. ✓ Consult immediately with your Line Manager or Centre Manager or Safeguarding Support Staff. ✓ Make a careful record as soon as possible, of what was said in a Safeguarding Incident Form. 	<ul style="list-style-type: none"> ✗ Do not say anything critical e.g. 'why didn't you tell me sooner' ✗ 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, including probing or questioning for further information. Particularly not asking leading questions e.g. <i>did this happen at home?</i> ✗ Do not make promises or tell them you will keep anything a secret. ✗ 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 child/person has said anything to you (if the abuser is unknown we are to assume this may involve the child's parents or carers).

7.3 HELPFUL RESPONSE PHRASES

- 7.3.1
- "I'm glad you were able to tell me/someone".
 - "I will help you as best as I can".
 - "This is so important; I need to speak to someone to get advice on how we can help you".



8. Reporting Safeguarding Concerns

8.1 YMCA MANDATORY REPORTING

- 8.1.1 **ALL STAFF HAVE A MANDATORY REQUIREMENT TO REPORT ALL SUSPECTED AND/OR KNOWN SAFEGUARDING CONCERNS**
- 8.1.2 Mandatory reporting obligations relate to all aspects of suspected or known abuse being identified. This includes, but is not exclusive to, whether concerns are in the context of the child or young person's family/home environment, in places/organisations outside of the family or YMCA, or specifically via the course of their involvement with YMCA. Reporting also relates to suspected abuse by a YMCA staff member, any other professional, any other adult, or through peer-to-peer interactions.
- 8.1.3 Concerns must be shared immediately. In exceptional circumstances, where this is not possible, concerns must be shared no later than before the staff person's shift or session of work within YMCA ends. However:
- Any person, at anytime, unsatisfied with decisions/actions taken who believes a child/young person to be at risk of suspected and/or known abuse or neglect, should contact services directly (Oranga Tamariki or Police).
 - Any staff, at any stage believing reporting processes to be unsuitable and/or have significant doubt in YMCA, should follow the YMCA Whistleblowing Policy
- 8.1.4 **Any breach of safeguarding policies, procedures, and ways of working may be subject to disciplinary action up to and including dismissal.**

8.2 REPORTING EMERGENCY/IMMEDIATE ASSISTANCE INCIDENTS

- 8.2.1 **Immediate safeguarding action should be taken and not delayed for reporting processes. Reporting processes become applicable as soon as possible after safeguarding actions.**
- 8.2.2 **Police; Ambulance; Fire**
- Police** would be the key agency required, if there is immediate danger and/or an immediate response is required. Should child protection services also be required the Police will automatically notify Oranga Tamariki.
- 8.2.3 **Oranga Tamariki Contact Centre (0508 326 459 (0508 FAMILY))**
- If there are significant concerns of risk of harm to a child/young person and safeguarding actions are urgent but not immediate e.g. required before the child leaves YMCA care

8.3 SAFEGUARDING INCIDENT FORMS

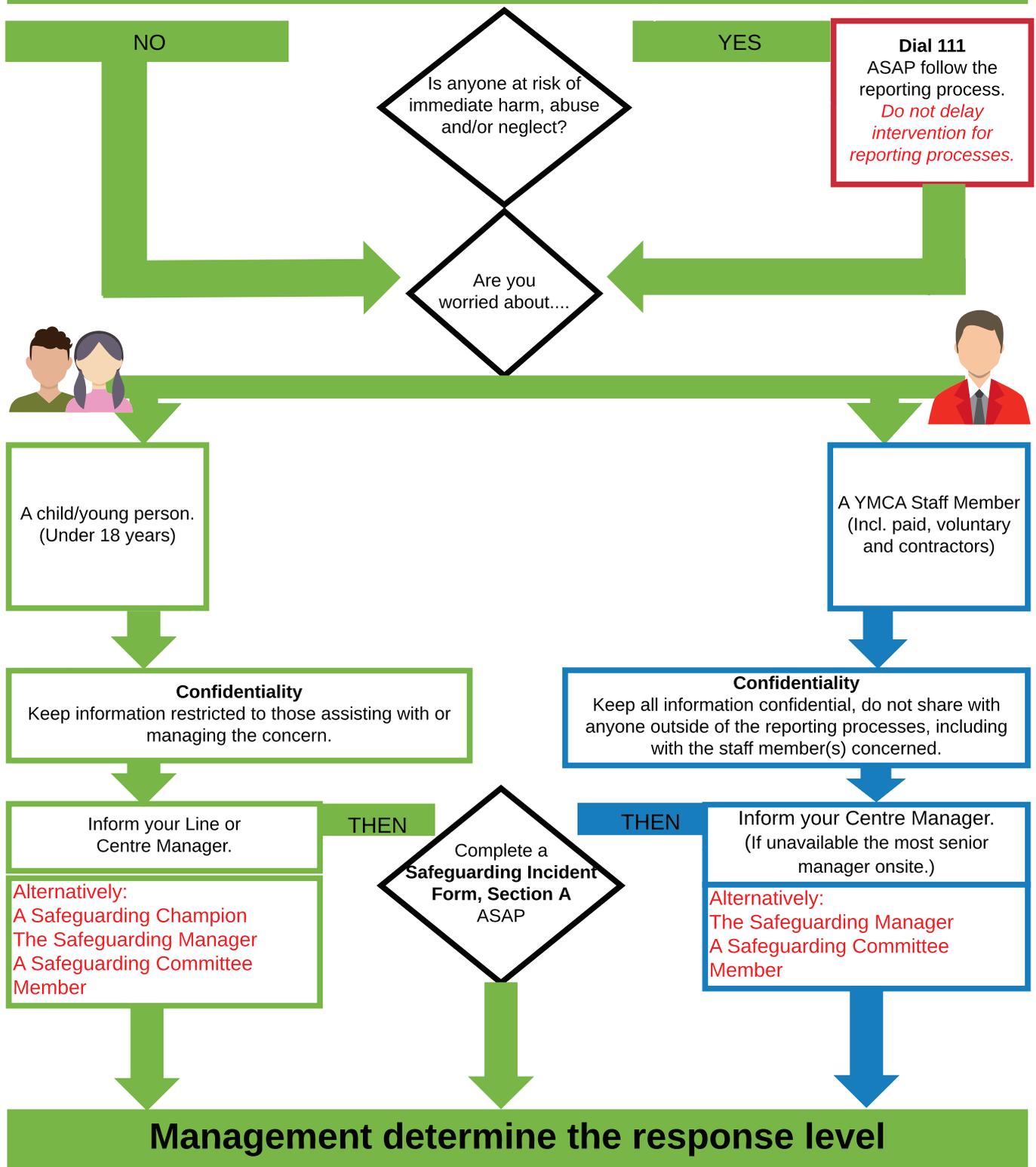
- 8.3.1 All suspected and known concerns are to be documented using a [Safeguarding Incident Form](#).

Staff Quote:

"Pleased to see action being taken to be more mindful of child safety and social responsibility"

Justin Dado, Housekeeping Supervisor, Accommodation

REPORTING SAFEGUARDING CONCERNS



YMCA would appreciate being informed of all reports made to external services. However, staff do have the right to report concerns directly to Oranga Tamariki (0508 326 459) or Police (111) at anytime. This is particularly encouraged by YMCA should staff be unsatisfied with decisions/actions taken, who believe a child/young person to be at risk of harm, abuse and/or neglect.

YMCA Whistleblowing Policy is available to any staff who believe reporting processes to be unsuitable and/or have significant doubt in YMCA.



9. Confidentiality and Privacy

Many believe confidentiality and privacy rights and/or requirements prevent the sharing of sensitive information. However, privacy laws are designed to support welfare concerns and reflect individuals and/or services being able to share information without consent when relating to safeguarding and/or child protection matters.

9.0 CONFIDENTIALITY AND PRIVACY

9.0.1 Section 6, Privacy Act 1993 - Principle 11, Limits on disclosure of personal information:

An agency that holds personal information shall not disclose the information to a person or body or agency unless the agency believes, on reasonable grounds...that the disclosure of the information is necessary to prevent or lessen a serious threat to:

- a. public health or public safety
- b. the life or health of the individual concerned or another individual.

9.1 CHILD/YOUNG PERSON SAFEGUARDING CONCERNS

9.1.1 **Unless it is unsafe or inappropriate to do so**, YMCA advocates being open and honest about our concerns, with the parent/carer and with young person, when age/developmental level appropriate. This could be purely sharing we are concerned and under YMCA safeguarding policies and procedures are required to share these concerns with YMCA safeguarding staff.

9.1.2 It would be **unsafe or inappropriate to share concerns with parents/carers or the young person directly**:

- When doing so may increase the risk of harm to the person concerned, staff or others.
- When it is unclear who is/has perpetrated any abuse.
- When doing so may impact on any possible child protection investigation.

9.1.3 Staff receiving concerns should take the lead and/or offer guidance to staff reporting concerns, as to whether it is appropriate or inappropriate for information to be shared with the parent/carer. If unclear, staff should not share any information before seeking guidance from YMCA Safeguarding Staff or Oranga Tamariki directly.

9.1.4 When seeking advice and guidance from Oranga Tamariki this may be done via a no-named consultation. However, should Oranga Tamariki advise staff that concerns should be reported, identifying information will need to be shared.

9.1.5 Where sharing information with parents/carers, it is best practice to:

- Do so from the outset, being open and honest about why and what we are concerned about.
- Explain how and with whom information could or will be shared.
- Seek their consent/agreement to information being shared. This is likely to involve explaining and reassuring them, this process is about seeking support for them/the child.

9.1.6 If the individual or their parent/carer refuses to give consent, this in itself may escalate concerns. In these circumstances, YMCA would then inform parents/carers that due to concerns being welfare related, staff are still required to report their concerns and, where possible, YMCA will keep them informed throughout any safeguarding processes.

9.2 SAFEGUARDING CONCERNS REGARDING YMCA STAFF

9.2.1 YMCA maintains the confidentiality and privacy of all concerned including the person accused, except if doing so would compromise the welfare of a child/young person and/or investigation of the allegation. .

9.2.2 Ensuring confidentiality is maintained is crucial to both safeguarding and employee legal rights, responsibilities and requirements



9.2.3 Until an investigation is complete and appropriate guidance issued, the person who has reported the concern and/or allegation is required not to discuss the concern with:

- The person(s) involved
- Other staff
- Other parents/carers/persons external to YMCA.

9.2.4 YMCA requires this practice to:

- Ensure child welfare remains paramount
- Ensure any child protection service requirements and/or investigations (e.g. Oranga Tamariki and/or Police) are not jeopardised, as well as ensuring a full and fair investigation can be conducted.
- Enable reporting rights and processes, whilst ensuring legal commitments to privacy, confidentiality and natural justice.

10. Responding to Safeguarding Concerns

10.0 RESPONDING TO SAFEGUARDING CONCERNS

10.0.1 Each concern is explored in its own individual merit, taking into account protective and risk factors, as well as the appropriateness of sharing information and with whom.

10.0.2 If concerns require emergency/immediate action, ensure appropriate safeguards have been established (e.g. Police called, etc.) before continuing to follow the appropriate response level processes.

10.0.3 If staff are unsure what response level applies they may contact any of the following for advice and guidance: Safeguarding Champion, Safeguarding Manager, Group Manager – Safeguarding.

10.1 YMCA LEVELS OF RESPONSE AND WORKING TOGETHER WITH EXTERNAL SERVICES

10.1.1 YMCA has identified 4 key response levels.

10.1.2 These have been aligned to legislative requirements and best practice across all thresholds of child welfare, as well as external services available within the geographical areas of operation.

10.1.3 **Response Level 1: YMCA and Community Services**

Response may require a more flexible support package being explored and offered by YMCA e.g. early intervention. Responses may require a blend of internal YMCA responses and external service support. External services may be national and/or local agency services specialising in the identified need area.

If concerns remain at a safeguarding level, needing early intervention but the child has more than one need, from more than one agency; referrals to multi-agency intervention models may be required e.g. *Strengthening Families, Whānau Ora*.

10.1.4 **Response Level 2: Children's Teams & The Children's Hub**

There are 10 Children's Teams in Aotearoa, with 2 serving some of our YMCA services in the following areas:

- Counties Manukau Children's Team – serving children living in Manurewa, Papakura and Clendon
- Hamilton Children's Team – serving those children in Hamilton

10.1.5 The Children's Hub

The Children's Hub is a contact point for frontline professionals and practitioners in Hamilton, Canterbury, Counties Manukau and Whangarei who have concerns about a child who is at risk of abuse or neglect. Permitting Oranga Tamariki (in these areas) to focus on those cases where concerns relate to suspected or known chronic child abuse or neglect, or have/are being physically or sexually assaulted.

Call **0800 FOR OURKIDS (0800 367 687)** (Monday to Friday 8am – 5pm)

Concerns about a child outside the areas listed above are referred directly to Oranga Tamariki.



10.1.6 **Response Level 3: Welfare Services**

Oranga Tamariki (Ministry for Children): Contact Centre: 0508 326 459

New Zealand’s child protection service, who are responsible for investigating and managing concerns relating to suspected or known child/young person abuse or neglect.

Referrals are made via the Contact Centre or email at contact@mvcot.govt.nz Lines are open 24/7.

After 5pm and on weekends social workers are only available for emergency situations. However, calls are encouraged as all case needs will be assessed.

10.1.6A **Advice and Guidance/No-named Consultations**

Oranga Tamariki also offer advice and guidance. If staff are unsure if a case requires a report of concern or not, they may seek a No-Named Consultation. YMCA staff provide their details and explain the situation/concerns whilst withholding the details of the child/family concerned. The Social Worker will advise whether a report of concern is required or not.

If so, staff will then be required to share the identity of the child/family. Staff should clarify with the Social Worker processes for informing the family of the report of concern if suitable.

10.1.6B **Police:**

If a concern relates to immediate danger, Police should be called as an emergency service – **Dial 111**.

Police are the other child protection service. Police have Child Protection Units, a division specifically delegated to investigating child abuse cases. They work closely with Oranga Tamariki to support the child’s welfare, although their specific responsibilities relate to those cases where criminal charges and/or prosecutions may be applicable.

10.1.6C **Other Emergency Services (Dial 111):**

Depending on needs, Ambulance and Fire services should also be considered when managing immediate concerns.

If additional services (e.g. ambulance) are being called for a child/young person, families should be informed unless to do so could increase risk to that child, young person or any possible child protection investigation. In these circumstances, YMCA would seek advice and guidance from Oranga Tamariki or Police before sharing any information.

10.1.6D **Netsafe – 0508 NETSAFE (0508 638 723) or email queries@netsafe.org.nz**

Online safety (non-statutory but the identified service under the Harmful Digital Communications Act 2015). Netsafe is an independent, non-profit organisation focused on online safety. They provide online safety education, advice and support.

Netsafe’s free and confidential helpline is set up to help with online bullying, abuse and harassment. Open from 8am-8pm Monday to Friday and 9am-5pm on weekends and public holidays.

10.1.6E **Ministry of Education:**

Where a serious injury or illness or incident occurs involving a child, at an Early Learning Centre requiring notification to a specified agency (CYF/Police/etc), YMCA must also notify the Ministry of Education.

Auckland Office	09 632 9400	Ask for Early Learning/Childhood
12-18 Normanby Road		
Mt Eden, Auckland		

Hamilton Office	07 850 8880	Ask for Early Learning/Childhood
19 Home Straight		
Te Rapa, Hamilton		



10.2 LEVEL 3 CHILD PROTECTION – CONTENT FOR REPORTING CONCERNS TO CHILD PROTECTION SERVICES

10.2.1 When making a report of concern to Oranga Tamariki and/or the Police, the Safeguarding Incident Form has been designed to reflect the below information that will be sought by these services.

- Identifying personal information e.g. full name; alias names; date of birth; address; school; diversity factors.
- Details of any siblings.
- Primary parent/carer personal details.
- If any other persons are known to be residing at the child’s address e.g. other family members, lodgers, etc.
- Referrer’s details – your name, position and your contact information.
- Whether the family are aware of your concerns.
- All available information relating to the concerns:
 - How, when and where concerns were identified.
 - What the concerns are, why the child is believed to be at risk.
 - What you think they may be at risk of e.g. what type of abuse?
 - Who else witnessed concerns?

10.3 LEVEL 3 CHILD PROTECTION – INFORMATION TO BE PROVIDED BY CHILD PROTECTION SERVICES

10.3.1 YMCA reporting staff should where possible be provided with the following information:

- Clarity on what will happen next and how the concerns will be managed (within case remits).
- If the response does not meet YMCA expectations, YMCA should formally state the response being sought.
- Clarity on what the child and their parents will be told, by whom and when; including how YMCA staff should manage any possible interim contact with the child/family/alleged perpetrator, etc.
- Clarity on how YMCA will receive feedback on relevant information and/or the progress of the investigation (within case remits).

10.3.2 YMCA takes seriously any information questioning the ability of staff to work safely with children and young people. Any information of this nature will be investigated, no matter if current or historic, known or suspected, direct or via a third party.

10.3.3 In accordance with all YMCA policies and procedures, YMCA partner agency requirements and safeguarding best practice, the YMCA Safeguarding Code of Conduct advocates practices and behaviours staff are to conduct when performing their roles and responsibilities.

10.3.4 Where concerns and/or allegations against a staff member:

- Relate to suspected or known harm, abuse and/or neglect; or
- YMCA after following due process, are confident in the claims; and/or
- YMCA lack the powers of investigation;

Concerns will be managed in consultation with the following:

- New Zealand Police
- Oranga Tamariki

10.3.5 YMCA are then required to manage any concerns, or the investigation, under the advice, guidance or direct leadership of specialist services.

10.3.6 If the YMCA staff member also serves as an employee or volunteer for another child facing organisation, this information will be then be shared with the Police and/or Oranga Tamariki, who determine how this information is conveyed.



10.4 LEVEL 4 YMCA STAFF CONCERNS

- 10.4.1 Staff should report any concerns immediately to their Centre Manager (if unavailable the most senior onsite Manager), or if unavailable and/or unsuitable, to Safeguarding Management.
- 10.4.2 The reporting staff member must complete **Section A of the Safeguarding Incident Form**.
- 10.4.3 Staff are **not to assess the validity of such allegations or concerns**, but to respond to all reports of concerns and/or allegations as required. The validity of an allegation will be investigated and assessed in accordance with:
- YMCA's role and responsibilities as detailed within this policy
 - In accordance with statutory services where applicable
 - In accordance with YMCA and legislative requirements.
- 10.4.4 Staff are to **disregard factors such as the authority or the position of the person(s) involved and any pre-existing views** about the character, or otherwise, of any person involved or under investigation.
- 10.4.5 **Staff are to ensure confidentiality is maintained**. The person reporting and the person responding to the report, are required not to discuss the concern with the person(s) involved, other staff, or other parents/carers/persons external to YMCA. **Doing so may place the child, young person and/or the staff member at further risk of harm, and/or jeopardise any investigations**.
- 10.4.6 **YMCA Safeguarding Staff will co-ordinate and/or conduct investigations** relating to all staff safeguarding concerns and/or allegations in accordance with statutory requirements and YMCA policies and procedures as applicable.
- 10.4.7 **YMCA Working Together with External Services** – where required YMCA will also cooperate fully with and/or work under the guidance of specialist external services. This may include but is not exclusive to: child protection services (Oranga Tamariki, Police); Government Ministries; specialist non-statutory child protection agencies e.g. Australian Childhood Foundation; YMCA New Zealand and YMCA Partner Agencies e.g. Schools, Councils, etc.

10.5 SAFEGUARDING INCIDENT FORM – STAFF MEMBER RESPONDING TO CONCERNS

- 10.5.1 Staff responding to concerns use the information from Section A, to complete 'response' information within the response level identified.

10.6 CONCERNS AND/OR ALLEGATIONS AGAINST A YMCA STAFF MEMBER

- 10.6.1 For specific guidance please consult YMCA North Safeguarding Concerns and/or Allegations Against A YMCA Staff Member Policy (SP3).
- 10.6.2 YMCA North Safeguarding Concerns and/or Allegations Against A YMCA Staff Member Policy (SP3) contains YMCA protocols relating to:
- Purpose
 - What may constitute a concern and/or allegation against a YMCA staff member
 - Level 4 YMCA Staff concerns
 - Escalation guidance relating to Level 4 YMCA Staff Concerns
 - Key requirements in responding to Level 4 YMCA Staff concerns
 - Managing concerns and/or allegations against a YMCA Staff Member
 - Initial Meeting with the staff member concerned
 - Concerns that require reporting to statutory services (Police and/or Oranga Tamariki)
 - Notification to YMCA Partner Agencies of Staff Concerns Reported to Statutory Service
 - Classifications of Findings
 - Internal records
 - Deliberately false allegations against staff
 - Supporting those involved (CYP; Staff; other staff)
 - Flowcharts
 - Level 4: Safeguarding Incident Response Form

RESPONDING TO SAFEGUARDING/CHILD PROTECTION CONCERNS

You receive a safeguarding/child protection concern

Concern relates to immediate risk of harm, abuse and/or neglect.

Check Emergency 111 Services have been called. Do not delay intervention for reporting processes.

RESPONSE LEVEL

LEVEL 1 Safeguarding

Disclosures and/or indicators identify possible low-level vulnerability.

- Worries are low level but require early intervention to prevent escalation.
- Parents/Carers share concerns and are engaged in interventions.
- Current and/or any known history does not reflect high level vulnerability or possible risk of harm, abuse and/or neglect.

Flowchart 1

LEVEL 2 Children's Teams

Currently applicable to YMCA services in: Hamilton City/Manuwera/Papakura/Clendon (Other YMCA services go to Level 3)

Medium to high level vulnerability with disclosures and/or indicators identifying multiple and/or complex needs. Without intervention needs will reach child protection levels.

OR

Medium level vulnerability but concerns include:

- Lack of parental engagement;
- An on-going history of concerns;
- Current interventions are failing, with concerns remaining and/or escalating.

Flowchart 2

LEVEL 3 Child Protection

- Centres without access to Level 2 Children's Team, by default manage concerns at this level.
- Concerns relate to suspected or known harm, abuse and/or neglect.
- Concerns relate to allegations against non-YMCA staff.

Flowchart 3

LEVEL 4 YMCA Staff

Staff includes - paid, voluntary or contractors.

Disclosures and/or indicators relate to:

- Staff may be/are in a vulnerable position.
- Staff conduct may be concerning and/or inappropriate.
- Staff conduct goes against YMCA Safeguarding Code of Conduct.
- An allegation against staff.

Flowchart 4

RESPONDING TO LEVEL 1 SAFEGUARDING FLOWCHART 1

Disclosures and/or indicators identify possible low-level vulnerability:
 > Worries are low level but require early intervention to prevent escalation.
 > Parents/Carers share concerns and are engaged in interventions.
 > Current and/or any known history, do not reflect high level vulnerability or possible risk of harm, abuse and/or neglect.

If reported to the Line Manager, Line Manager shares with Centre Manager.
Staff reporting reminded to maintain confidentiality.

A staff member has reported a concern.



If unsure on level or outcome response, contact any of the below for advice and guidance:
 Safeguarding Champion
 Safeguarding Manager
 Safeguarding Committee Representative

ASAP but without delaying response processes, reporting staff member completes a **Safeguarding Incident Form Section A**

Management collectively identify required outcomes. This may include reporting staff member or other staff.

POSSIBLE OUTCOMES

YMCA RESPONSE

May wish to seek advice and guidance from a Safeguarding Champion

No Further Action

Additional YMCA support e.g. increased monitoring, fee assistance, etc.

Manager completes **Safeguarding Incident Form Section A**

YMCA & PARTNER AGENCY WORKING TOGETHER

In consultation with a Safeguarding Champion

YMCA support and a referral to a support service/agency for additional/specialist support.

YMCA support and referral to multi-agency community services/models.

Manager completes **Safeguarding Incident Form Section B**

YMCA would appreciate being informed of all reports made to external services. However, staff do have the right to report concerns directly to Oranga Tamariki (0508 326 459) or Police (111) at anytime.

This is particularly encouraged by YMCA should staff be unsatisfied with decisions/actions taken, who believe a child/young person to be at risk of harm, abuse and/or neglect.

YMCA Whistleblowing Policy is available to any staff who believe reporting processes to be unsuitable and/or have significant doubt in YMCA.

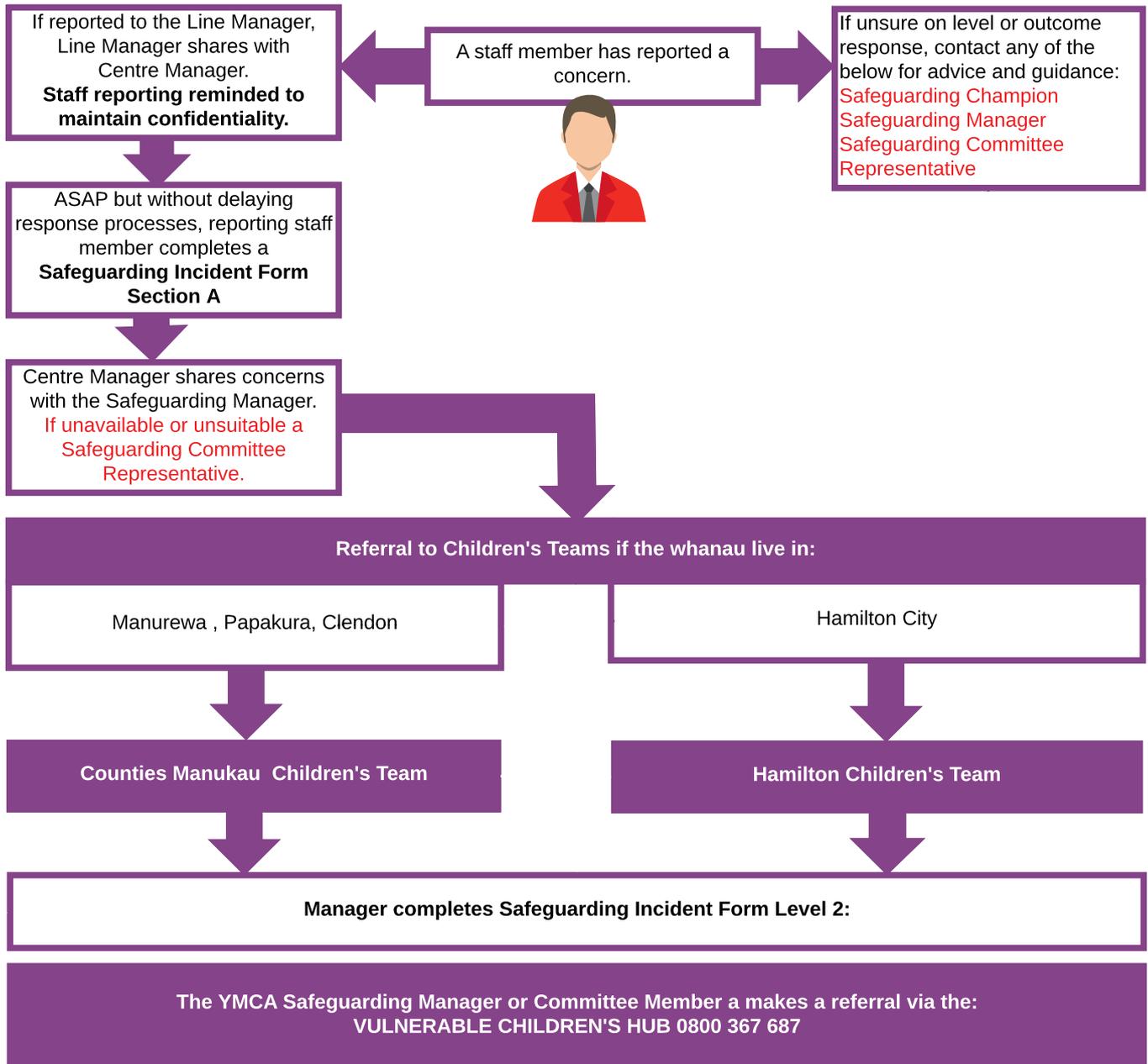
RESPONDING TO LEVEL 2 CHILDREN'S TEAMS FLOWCHART 2

For YMCA Services in Hamilton City, Manuwera, Papakura and Clendon only. Other YMCA services use Level 3 Child Protection response flowchart 3.

Medium to high level vulnerability with disclosures and/or indicators identifying multiple and/or complex needs. Without intervention needs will reach child protection levels. **OR**

Medium level vulnerability but concerns include:

- Lack of parental engagement
- An on-going history of concerns
- Current interventions are failing, with concerns remaining and/or escalating.

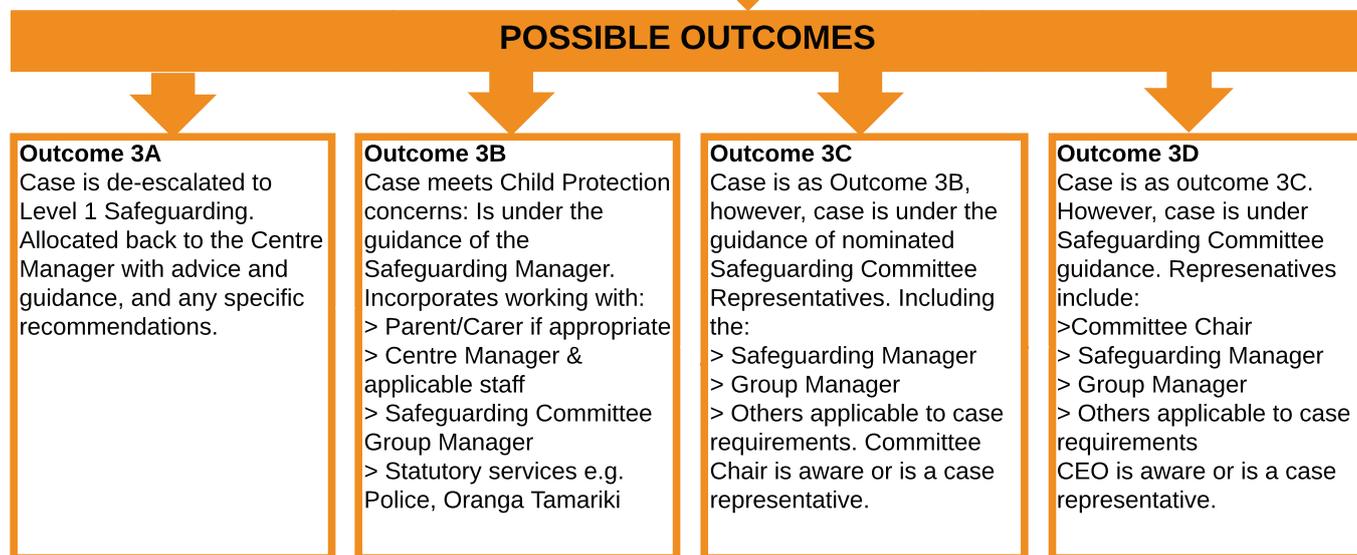
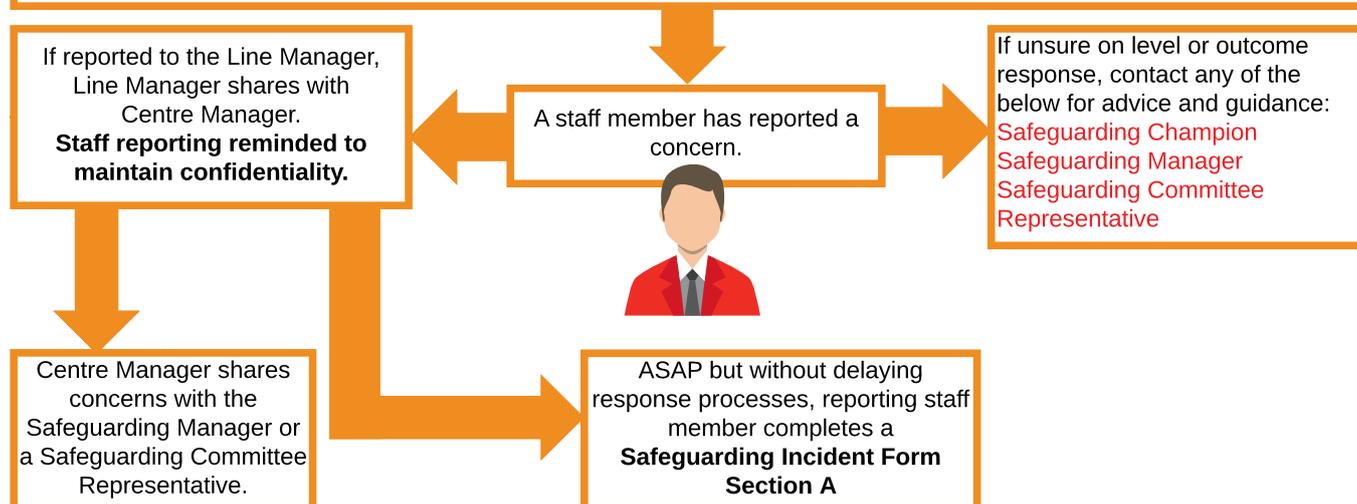


YMCA would appreciate being informed of all reports made to external services. However, staff do have the right to report concerns directly to Oranga Tamariki (0508 326 459) or Police (111) at anytime. This is particularly encouraged by YMCA should staff be unsatisfied with decisions/actions taken, who believe a child/young person to be at risk of harm, abuse and/or neglect.

YMCA Whistleblowing Policy is available to any staff who believe reporting processes to be unsuitable and/or have significant doubt in YMCA.

RESPONDING TO LEVEL 3 CHILD PROTECTION FLOWCHART 3

- Centres without access to Level 2 Children's Team, by default manage concerns at this level.
- Concerns relate to suspected or known harm, abuse and/or neglect.
- Concerns relate to allegations against non-YMCA staff.



YMCA would appreciate being informed of all reports made to external services. However, staff do have the right to report concerns directly to Oranga Tamariki (0508 326 459) or Police (111) at anytime. This is particularly encouraged by YMCA should staff be unsatisfied with decisions/actions taken, who believe a child/young person to be at risk of harm, abuse and/or neglect.

YMCA Whistleblowing Policy is available to any staff who believe reporting processes to be unsuitable and/or have significant doubt in YMCA.

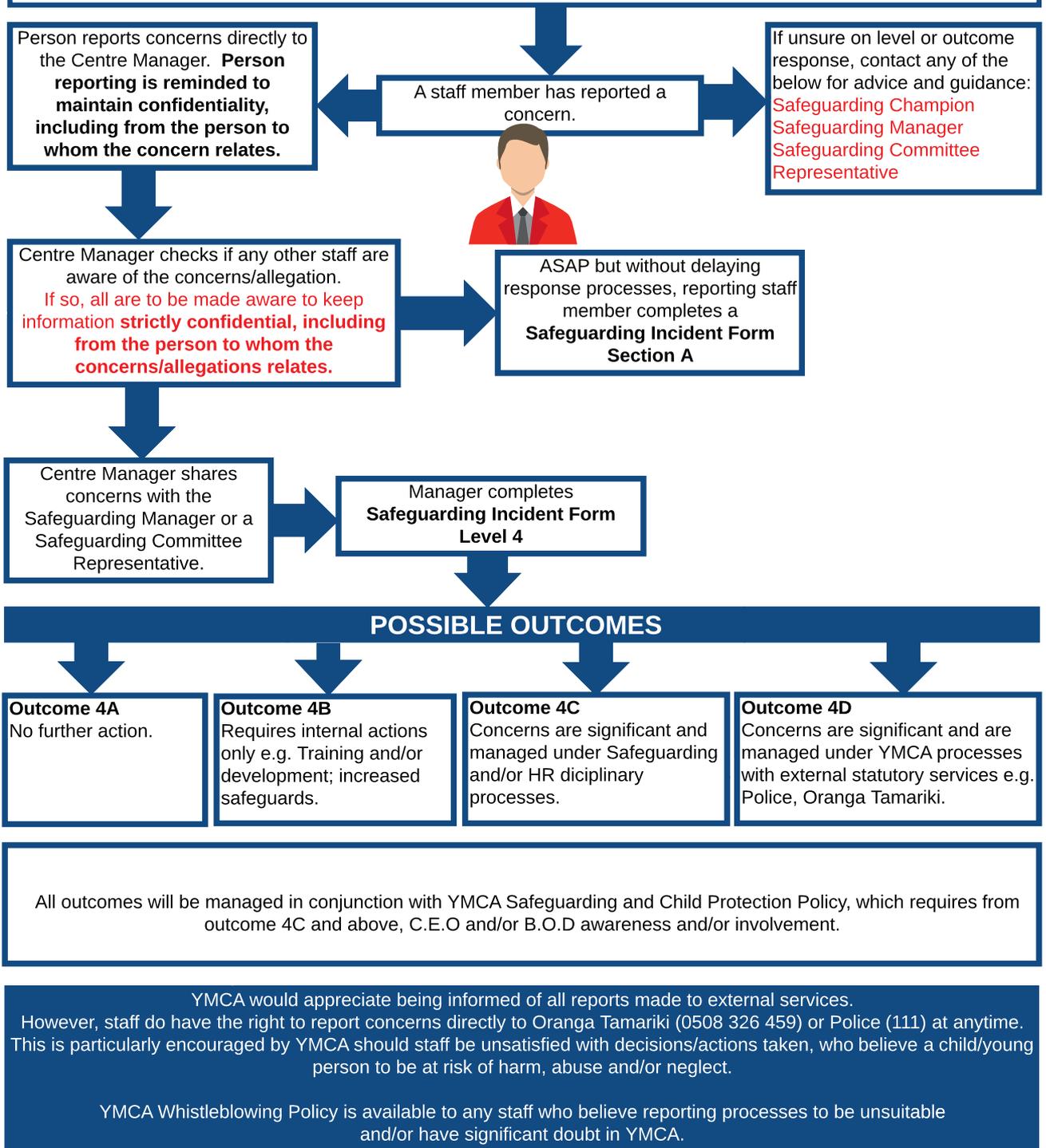
RESPONDING TO LEVEL 4 YMCA STAFF FLOWCHART 4

Staff includes - paid, voluntary or contractors.

Disclosures and/or indicators relate to:

- Staff may be/are in a vulnerable position
- Staff conduct may be concerning and/or inappropriate
- Staff conduct goes against YMCA Safeguarding Code of Conduct
- An allegation against staff.

Allegations relating to a non-YMCA staff member are managed as Level 3 Child Protection Concerns (Flowchart 3)





10.7 ESCALATION GUIDANCE

10.7.1 Level 1 Safeguarding

Escalating concerns to Level 2 should be considered when:

- The Parent/carer fails to engage and/or acknowledge the identified concerns, particularly when additional external single or multi-agency needs have been identified.
- Current applied methods are failing to address concerns and they are continuing to impact on the child and/or other children.

Escalation would be to Level 3 when there is no Children's Team (Level 2) available.

10.7.2 Level 2 High-level vulnerability

Escalating concerns to Level 3 should be considered when:

- Due to family location no Children's Team (level 2) is available.
- If families disengage from a Children's Teams service, yet continue to present with concerns.

In areas with Children's Teams, escalation to Oranga Tamariki will mainly focus on those cases where concerns have escalated to indicate a child/young person is at viewed at risk of or is suffering chronic child abuse or neglect or has been physically or sexually assaulted

10.7.3 Level 3 Child Protection

Escalating concerns to Chief Executive Officer (C.E.O) or Board of Directors (B.o.D) should be considered when:

C.E.O Awareness

- There is potential of concerns having occurred and/or escalated due to YMCA practice errors.
- There are any significant errors in practice from partner agencies (e.g. Oranga Tamariki/ Police) which may impact on the case, YMCA and/or YMCA's reputation.
- There is a risk of media interest in the case and/or the case has similarities to previous YMCA cases covered by NZ and/or International media.

C.E.O Involvement & B.O.D Awareness

- Concerns *have* occurred and/or escalated due to YMCA practice errors.
- Case requires being reported to partner agencies e.g. NZ Ministries; YMCA NZ, Australian Childhood Foundation, Councils.
- The case has a relevance to the national and/or international YMCA brand and reputation.
- There *is* media interest in the case and/or the case has similarities to previous YMCA cases covered by NZ and/or International media.

10.7.4 Level 4 YMCA Staff

Escalating concerns to Chief Executive Officer (C.E.O) or Board of Directors (B.o.D) should be considered when:

C.E.O Awareness

- There is potential of concerns having occurred and/or escalated due to YMCA practice errors.
- Case requires safeguarding and/or HR disciplinary actions.
- Case requires being shared with or reported to statutory services e.g. Police, Oranga Tamariki
- Case requires being shared with partner agencies e.g. NZ Ministries; YMCA NZ, Australian Childhood Foundation, Councils.
- There are any significant errors in practice from partner agencies (e.g. Oranga Tamariki/ Police) which may impact on the case, YMCA and/or YMCA's reputation.
- There is a risk of media interest in the case and/or the case has similarities to previous YMCA cases covered by NZ and/or International media





C.E.O Involvement & B.O.D Awareness

- Concerns relate to Senior Management.
- Case requires working under the advice, guidance and/or instruction of statutory partner agencies e.g. Police, Oranga Tamariki.
- Concerns *have* occurred and/or escalated due to YMCA practice errors.
- Case requires being shared with partner agencies e.g. NZ Ministries; YMCA NZ, Australian Childhood Foundation, Councils.
- The case has a relevance to the national and/or international YMCA brand and reputation.
- There *is* media interest in the case and/or the case has similarities to previous YMCA cases covered by NZ and/or International media.

10.8 CHILD PROTECTION SERVICES REQUIRING YMCA ASSISTANCE (e.g. uplifts from a YMCA facility/service and/or programme)

10.8.1 Occasionally child protection services may need to speak with children/young people surrounding suspected or known child protection concerns. They may also require engagement with YMCA surrounding uplifts of children/young people subject to Court Orders.

10.8.2 Welfare meeting with children/young people

- Should services need to speak with a YMCA child in order to explore child welfare concerns, YMCA will abide by responsibilities supporting these requirements.
- YMCA will operate to the child protection service's guidance surrounding parents/carers being informed.
- YMCA will aim to ensure where possible, a senior staff member (ideally known to the child if possible) is included as an independent witness to the meeting.
- Should concerns be managed via Court processes, YMCA accepts the YMCA meeting representative may be called upon as a witness within those court proceedings.

10.8.3 Uplifts from YMCA facilities and/or programmes

- With Police YMCA are strictly under their guidance and operate to their requirements.
- With Oranga Tamariki, YMCA are required to be presented with Court Orders authorising the removal of a child(ren)/young person(s), YMCA are required to assist.
- In both circumstances, staff are requested to complete and abide by the [YMCA Child Protection Services Uplift Form](#).

10.9 SUPPORTING THOSE INVOLVED

10.9.1 Child/Parents/Carers

Safeguarding concerns require parental engagement therefore; concerns are to be managed in accordance with parental consent reflecting a working partnership.

10.9.1A Child protection concerns are to be managed in conjunction with specialist services. The sharing of information and support structures for the child/young person and their parent/carer, need to be managed under the guidance from these specialist services.

10.9.1B Unless unsafe to do so and only where appropriate, the Safeguarding Staff will aim to ensure the parent(s)/carer(s) of any child/young person, who are the subject of or subject to, any concerns, are informed of the concerns and kept informed on any case progression.

10.9.2 Staff Members

YMCA will ensure any staff member who is the subject of safeguarding concerns and/or allegations, is as appropriate, kept informed of the concerns and the investigation progress.





- 10.9.2A YMCA also supports the staff member concerned throughout this process. Depending on the concern/case needs, to help safeguard the concerned staff member from any further vulnerability; YMCA may require any of the following immediate safeguards are instigate until advised differently by Safeguarding Staff:
- Additional supervision of the staff member concerned.
 - Redeploying the staff member concerned to alternative non-child/family facing duties.
 - Suspension of the staff member concerned from duty.
- 10.9.2B As stated, this may require the staff member to be absent from work on suspension pending the completion of any YMCA and/or statutory services investigation.
- 10.9.2C Depending on the circumstances, including the duration of any investigation, YMCA may exercise its discretion for some or all of the period of suspension to be unpaid.
- 10.9.2D YMCA will ensure arrangements are in place for the staff member to be kept informed of all role, responsibilities and workplace developments during their absence.
- 10.9.2E All safeguarding actions taken, are done so in the interests of protecting **all** involved parties and in maintaining a fair investigation. No action(s) should be interpreted as anything other than a precautionary safeguarding measure, limiting possible further vulnerability whilst the matter is under investigation.
- 10.9.2F All processes will be in accordance with all legal requirements and YMCA employment policies and procedures.
- 10.9.2G YMCA can also arrange for independent individual support via the Employee Assistance Programme.

10.10 Other Staff Members:

Should a safeguarding case identify support needs for any other impacted staff, YMCA will where possible, arrange to provide appropriate support for staff, including that which may be provided via the Employee Assistance Programme or alternative structures if more suitable.

11. YMCA Safeguarding Incident Form

11.0 SAFEGUARDING INCIDENT FORM

- 11.0.1 For specific guidance please consult YMCA North Safeguarding Incident Form Protocol (SPr1).
- 11.0.2 In addition to the below points, YMCA North Safeguarding Incident Form Protocol (SPr1) further defines:
- Principles of the Safeguarding Incident Form
 - Completing a Safeguarding Incident Form
 - Staff member reporting concerns
 - Staff member responding to concerns
 - Building on historic information to capture new and/or escalating concerns
 - Storing of Safeguarding Incident Forms
 - Centre Register of Safeguarding and Child Protection Concerns
- 11.0.3 All suspected and known concerns are to be recorded using a [Safeguarding Incident Form](#).

11.1 COMPLETING THE SAFEGUARDING INCIDENT FORM

- 11.1.1 **Completion** - may be electronic or in hard copy.
- 11.1.2 **Forwarding Forms** – A YMCA resource must always be used when forwarding a Safeguarding Incident Form. No forms should be forwarded from a non-YMCA resource e.g. email account, scanner, etc.

11.2 STAFF MEMBER REPORTING CONCERNS

- 11.2.1 Staff reporting concerns are to complete Section A only.





11.3 STAFF MEMBER RESPONDING TO CONCERNS

11.3.1 Using Section A information, the staff member responding to concerns is required to complete a 'response form' according to the assessed concern level.

11.4 STORING OF SAFEGUARDING INCIDENT FORMS

- 11.4.1 Centres are responsible for all documentation relating to level 1 safeguarding concerns. The exception would be unless these have been forwarded to safeguarding staff as part a case escalation.
- 11.4.2 All documentation pertaining to Level 3 child protection or Level 4 YMCA staff is stored and held by YMCA safeguarding staff.

11.5 CENTRE REGISTER OF SAFEGUARDING AND CHILD PROTECTION CONCERNS

11.5.1 Centres are responsible for keeping a monthly onsite [Centre Safeguarding Register](#).

12. Involving And Working Together With Stakeholders

Safeguarding is a continuous journey and one that YMCA wishes to take collaboratively with our staff, customers and stakeholders. Collectively we can support YMCA's purpose of ***Strong Kids, Strong Families and Strong Communities***, to help achieve this:

- YMCA child and youth services proudly actively seeks to captures their voices and participation within our safeguarding undertakings.
- YMCA aims to provide clear and consistent communication (including tailored information and inter-active events where possible) for children/young people, parents/carers and whānau.
- YMCA recognises safeguarding is a shared responsibility reliant on working together with partner agencies and communities.

12.0 INVOLVING CHILDREN, YOUNG PEOPLE AND THEIR FAMILIES

12.0.1 YMCA wishes to be a place of safety and support for our young people. Empowering them and advocating their rights.

12.0.2 Should a welfare concern be presented YMCA staff will aim to be as open and honest as possible with involved parties.

However, **if doing so could expose any person to risk of harm or further harm, or have potential to jeopardise any ongoing external service investigations; YMCA must keep information confidential** until advised differently by those services with case management responsibility e.g. Police, Oranga Tamariki.

12.0.3 When concerns represent vulnerability and align to early intervention, YMCA will only provide assistance in accordance with parent/carer consent, as well as in a manner engaging and working with children/young people, whānau and staff.

12.0.3 Should consent be withheld and the vulnerability for the child/young person and/or staff member remain and/or escalate, YMCA will operate to the paramountcy principle and may escalate concerns as required.

12.1 WORKING TOGETHER WITH PARTNER AGENCIES

12.1.1 In accordance with the Vulnerable Children Act 2014, YMCA requires either confirmation of adoption or provision of a child protection policy, when YMCA:

- Are contracting; or funding a person/organisation, as a provider of children's services; or
- Have working partnerships (contract and/or agreement) with a person/organisation to provide children's services
- This includes services being provided to YMCA are on YMCA site or settings.

In this context, YMCA recognises children's services as services being provided to children/young people or adults in respect of children/young people.





- 12.1.2 YMCA requires a child protection policy to be in place and the policy must:
- Be in a written format
 - Contain provisions on the identification and reporting of child abuse and neglect
 - Operate to a maximum 3 year review period

Source: Vulnerable Children Act – Scope of the Child Protection Policy Requirements, Children’s Action Plan

- 12.1.3 The child protection policy must meet YMCA’s safeguarding standards. Should these standards not align, Partners will be requested to provide written confirmation of accepting responsibility to act in accordance with YMCA North’s Partner Agency Child Protection Compliance Policy (SP4) including the advocated Safeguarding Code of Conduct.
- 12.1.4 Those provisions being provided via a YMCA programmes and/or under YMCA branding will be required to operate under YMCA’s Safeguarding policies and procedures.
- 12.1.5 When YMCA are supporting Partners (e.g. Schools), YMCA staff remain under the requirement to adhere to all YMCA’s safeguarding policies and procedures.
- 12.1.6 Should any safeguarding concerns be raised YMCA will reflect best practice of working together with our Partners, in accordance with Privacy Act 1993 and case management requirements if being directed by external services.

12.2 MEMBERSHIPS, ENROLMENT AND FACILITY HIRE

- 12.2.1 As part of its commitment to safeguarding YMCA requires its members, service users and participants to act in the best interests of the children, young people and staff when accessing YMCA Centres or services.

12.3 MEMBERSHIPS AND ENROLMENT FORMS

- 12.3.1 Membership and enrolment forms include a clear and transparent statement outlining YMCA’s commitment to safeguarding children and young people. This includes our right to exclude participants or members of the public whose conduct risks the safety of children and young people.
- 12.3.2 Enrolment forms inform parents/carers of the YMCA’s need to report any disclosures or cause for concerns about the safety or wellbeing of a child or young person.
- 12.3.3 Enrolment forms inform parents/carers of their option to report any concerns relating to the safety or wellbeing of their child/children or young person in a YMCA facility or service.

12.4 CONDITIONS OF ENTRY/PARTICIPATION

- 12.4.1 Service information, where applicable, will include YMCA’s requirements from customers to support YMCA’s commitment to and compliance with safeguarding requirements.
- 12.4.2 YMCA reserves the right to exclude customers or members of the public whose conduct risks the safety of children, young people, staff and/or others.

12.5 FACILITY HIRE

- 12.5.1 Children services hiring YMCA facilities are required to hold a Child Protection policy as noted within section 12.1.
- 12.5.2 Should the hiring/leasing facility not hold a Child Protection policy or the content of the policy omit meeting YMCA safeguarding standards, hirers or lessees will be requested to provide written confirmation of accepting responsibility to act in accordance with YMCA North’s Partner Agency Child Protection Compliance Policy (SP4) including the advocated Safeguarding Code of Conduct.



13. YMCA North's Safeguarding Culture



In addition, to YMCA's safeguarding culture being reflected within:

- This Safeguarding and Child Protection Policy and its specific components;
- YMCA's additional safeguarding policies and protocols that align to this and other YMCA policies;
- Having dedicated YMCA Safeguarding Staff; and
- Via the below components.

YMCA continues to develop further its safeguarding culture via policy reviews, internal and external audits, as well as operating to a safeguarding action plan aligned to accreditation renewal, YMCA strategy and identified operational needs.

13.0 INCLUSIVITY

13.0.1 YMCA North welcomes inclusivity and we recognise our need to take forward being more proactive in promoting and embedding inclusivity. YMCA North's 2017-2020 strategy identifies the progression of an Inclusivity Policy and practices.

13.0.2 Whilst today New Zealand/Aotearoa represents a multi-cultural society, Aotearoa is a bicultural country. The distinction must be honoured and respected. Within our inclusivity developments, YMCA aims to reflect Aotearoa's bicultural status, as well as promote inclusivity across all areas of diversity.

13.1 SAFEGUARDING SUPERVISION

13.1.1 Staff to Child Ratios

YMCA ensures children/young people and other adults are well supervised while attending, visiting or working in YMCA settings. Supervision is important to both, protecting children and staff from risks of abuse and possible allegations of abuse.

YMCA commits to, as a minimum, providing child to staff ratios applicable to legislative, licence regulations and operational standards applicable to the sector to which the service operates within e.g. Early Childhood Education (ECE), Out of School Care and Recreation (OSCAR), Camps, Aquatics, Recreation, etc.

13.1.2 Safe and Inclusive Environments

YMCA strives to and is committed to delivering a safe environment for all. When providing services to children and young people and their families, in accordance with Section 6 of the Oranga Tamariki Act 1989, services will reflect 'The Paramount Principle', ensuring the rights, welfare and interests of the child/young person are the first and paramount consideration.

13.1.3 YMCA will as much as possible ensure environments:

- Designed so children and adults, including staff, are always visible to others.
- Support engagement being in open settings or demonstrate a clear open door practice (unless doing so goes against the child/young person's right to privacy).

13.1.4 In situations reflecting the child/young person's right to privacy, where staff engagement cannot be seen or heard, staff must abide by advocated safeguarding processes. These processes reduce the vulnerability to staff, as well as the child/young person.

13.2 POLICY COMMUNICATION

13.2.1 YMCA communicates our **Safeguarding and Child Protection Policy along with YMCA's Safeguarding Code of Conduct** to all staff, via specific policy briefings and/or via YMCA induction processes.

13.2.2 Post any safeguarding policy reviews, YMCA also communicates any significant alterations or subsequent requirements/resources to all staff.

13.2.3 YMCA actively ensures our Safeguarding and Child Protection Policy is accessible to all via the YMCA website, intranet and as hard copies upon request.

13.2.3 YMCA encourages feedback from all staff both via staff policy briefing events and [YMCA Safeguarding and Child Protection Policy feedback form](#).





13.3 POLICY MONITORING

- 13.3.1 In addition to Safeguarding Staff annual policy monitoring, YMCA also undertakes an Annual Self-Assessment as part of the Australian Childhood Foundation Accreditation.
- 13.3.2 External audit and verification based on a sample, conducted by the Australian Childhood Foundation shall occur at 3 yearly intervals.

13.4 POLICY REVIEW

- 13.4.1 This policy is reviewed as a minimum annually. Some circumstances may trigger an early review; this includes but is not limited to legislative changes, organisational changes, incident outcomes and other matters deemed appropriate by the Board, Chief Executive Officer and/or Safeguarding Governance Group.

13.5 POLICY BREACHES

- 13.5.1 All requirements relating to policy breaches are noted within Section 4: Safer Recruitment, section 4.5 of this policy.

13.6 LEARNING LESSONS

- 13.6.1 In addition to cases that identify individual case learnings, the Safeguarding Staff will undertake an annual safeguarding case review to support ongoing best practice.
- 13.6.2 Reviews support case analysis to determine safeguarding strengths, as well as any development requirements needed in order to strengthen safeguarding practice.

Staff Quote:

"I feel the policy is great! Excellent to see YMCA Safeguarding not only children but also the staff within the company"

Danielle Landon, ECE Teacher, Papakura



Glossary of Terms



Australian Childhood Foundation (ACF)	The Australian Childhood Foundation (ACF) is the charity providing the accredited Safeguarding Children Programme.										
Board of Directors (BoD)	This is YMCA North's Governing Body, the Board hold overall responsibility and accountability for YMCA North and are to whom the Chief Executive Officer reports.										
Child Abuse	Section 2, Oranga Tamariki Act 1989 defines child abuse as: "...the harming (whether physically, emotionally, sexually), ill treatment, abuse, neglect or deprivation of any child or young person"										
Child Protection	This is part of safeguarding and promoting the welfare of children. It refers to the activity undertaken to protect specific children who are suffering or likely to be suffering significant harm. <i>Source: UK National Society for Prevention of Cruelty to Children (NSPCC).</i>										
Child Safe	YMCA believes children have the right to be protected from being harmed both physically and mentally. YMCA aims to ensure children are properly cared for and protected from violence, exploitation, abuse and neglect.										
Child/Young Person	YMCA defines a child/young person from 0 - 18 years (up to their 18 th birthday) who is not married or in a civil union.										
Children's Teams	Children's Teams is a multi-agency model bringing practitioners and professionals together to create a single plan helping and supporting children who are at risk of abuse or neglect. They support children and young people up to 18years, who do not quite cross the threshold to be involved in care and protection services, but still have complex needs and at risk of significant harm to their wellbeing. This includes, but is not limited to: <ul style="list-style-type: none">• children living in homes where family violence is present• children who have difficulty attending school or engaging when present• children with social or behavioural problems• children with unaddressed health issues• whānau struggling with social or economic issues who have dependent children• whānau with dependent children where parenting capacity needs to be strengthened• whānau with dependent children for whom a statutory intervention may be required if concerns and risk factors are not addressed. There are 9 Children's Teams around, the country: <table><tr><td>Rotorua</td><td>Tairāwhiti</td></tr><tr><td>Whangarei</td><td>Eastern Bay of Plenty</td></tr><tr><td>Horowhenua/Ōtaki</td><td>Whanganui</td></tr><tr><td>Marlborough</td><td>Canterbury</td></tr><tr><td>Hamilton</td><td></td></tr></table> Two are applicable to YMCA services, Counties Manukau and Hamilton Children's Team.	Rotorua	Tairāwhiti	Whangarei	Eastern Bay of Plenty	Horowhenua/Ōtaki	Whanganui	Marlborough	Canterbury	Hamilton	
Rotorua	Tairāwhiti										
Whangarei	Eastern Bay of Plenty										
Horowhenua/Ōtaki	Whanganui										
Marlborough	Canterbury										
Hamilton											
Disclosure	The term used when referring to the act of making something relating to vulnerability, abuse and/or neglect known. Disclosures can be direct or indirect and may be provided with or without understanding of what has been disclosed (e.g. knowing or not knowing they are indicating abuse may have/has occurred).										
Harm	Harm, to a child/young person, is any detrimental effect of a significant nature on the person's physical, psychological or emotional wellbeing. It is immaterial how the harm is caused. <i>Source: adapted from UK Government, Working Together to Safeguard Children, July 2018</i>										
Indicator	Something either physical, behavioural or environmental that could signify a child/young person may be or is suffering from vulnerability, abuse and/or neglect.										





Ministry of Social Development (MSD)

The Ministry of Social Development works with others to fulfill their role and functions (funding for community service providers; employment and income support; social housing; concessions and discounts; student allowances and loans; information and support for families and communities; challenge antisocial attitudes and behaviour; uphold the integrity of the welfare system and minimise debt levels; leadership across the social sector).

For those Community services, they also set and audit against sector standards. For YMCA this is applicable within our Out of School Care and Recreation (OSCAR) Programmes and Camps.

Oranga Tamariki Ministry for Children

A new Ministry (established 2017) dedicated to supporting any child in New Zealand whose wellbeing is at significant risk of harm now, or in the future. They also work with young people who may have offended, or are likely to offend.

Parent/Carer and/or Extended Guardianship

A person who has legal parental responsibility to provide care for a child/young person. This includes biological parents, foster parents, guardians and those assessed by the court as legal carers.

Police

Police are the other legal agency responsible for responding to situations where there are immediate concerns for the safety of a child/young person, or anyone else in immediate danger, and/or a criminal act has taken place.

Position of Trust

Any person who is engaged with children/young people and/or vulnerable adults through their professional position at the YMCA.

Safeguarding

Is promoting the welfare of children and young people by:

- Protecting children from maltreatment
- Preventing impairment of children’s health or development
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Source: adapted from UK Government, Working Together to Safeguard Children, July 2018

Safeguarding Staff

Staff YMCA employ to serve YMCA North’s Safeguarding business unit.

Staff

For the purpose of this policy staff refers to those working for the YMCA whether on a paid, voluntary or contractual basis.

Statutory Service

A statutory services is a government mandated provision to the public e.g. protection services via Police, child protection services via Oranga Tamariki.

The Children’s Hub

The hub is a contact point for frontline professionals and practitioners in all areas that have Children’s Teams. The hub undertakes an initial assessment of risk and needs of children and their whānau, and identifies the most appropriate pathway to address those needs. To refer to the hub, you can:

- Call **0800 FOR OURKIDS (0800 367 687)** Monday to Friday 8am – 5pm.
- Make an online referral
- Complete a paper referral form

Vulnerability

YMCA defines vulnerability as: “...Vulnerable children are children who are at significant risk of harm to their wellbeing now and into the future as a consequence of the environment in which they are being raised and, in some cases, due to their own complex needs. Environmental factors that influence child vulnerability include not having their base emotional, physical, social, developmental and/or cultural needs met at home or within their wider community”. *Source: The White Paper for Vulnerable Children Volume 1 (October 2012) definition*

Whistleblowing

The term used to describe the confidential reporting of concerns within an organisation, often outside normal line management terms of reference.

YMCA North

This means YMCA Auckland, Hamilton, BOP and/or any other location, setting or service falling under YMCA North’s remit.





A LEGISLATION AND GUIDANCE

A1 [te Tiriti o Waitangi/the Treaty of Waitangi](#)

Te Tiriti/the Treaty is New Zealand's founding document. Signed in 1840, it is an enduring, living document, its principles recognised in legislation and interpreted by the courts. It is part of the fabric of New Zealand society. It is the foundation of a bicultural partnership between Māori and Tauīwi (non-Māori New Zealanders) in Aotearoa.

A1.1 **Treaty Principles**

The Treaty is articulated in law through an evolving set of principles. The YMCA is committed to honouring the principles inherent in te Tiriti o Waitangi. Treaty principles have been expressed and recognised through a range of courts and the Waitangi Tribunal. They are not exhaustive, and it is recognised that other principles may be developed with time. Te Tiriti/the Treaty is a guide for how YMCA fosters more positive and productive relationships with and provisions for YMCA North Māori staff, customers and communities.

A2 [Vulnerable Children Act 2014](#)

The Vulnerable Children Act 2014 was part of a series of comprehensive measures brought in to protect and improve the wellbeing of vulnerable children. Main elements of the act include:

- Recognising the need to reduce vulnerability by promoting early intervention.
- Establishment of a Vulnerable Children's Board and subsequent Vulnerable Children's Plan.
- Organisational requirements around Child Protection Policies.
- Workforce safety checking processes, aligning police vetting and safety screening risk assessment requirements.

A2.1 **Child Protection Policies**

The Act requires all services to have Child Protection Policies where their service receives government funding and the service is to a child, or an adult where there is a child in the household. The act requires Child Protection Policies be:

- Be reviewed every 3 years (YMCA operates to an annual review).
- Be available on the organisational website and in hard copy.
- Be able to support staff in identifying and reporting welfare concerns.

A2.2 **Workforce Safety Checks**

The Act sets out requirements for core safety checks (screening and vetting) on those working within the children's workforce. People with serious convictions are prohibited from working with children, unless they are granted an exemption.

A2.3 YMCA is committed to ensuring employees, volunteers and contractors have appropriate backgrounds to minimise risks to employees, children, internal and external clients, the community and YMCA.

Police checks will be carried out on all YMCA staff prior to being offered employment or engagement. All offers of employment are subject to a satisfactory police records check. Vocational trainees and placement students working with children are also required to be safety checked under the Vulnerable Children Act 2014.

A2.4 In accordance with the Act, YMCA will renew staff police checks. Although rather than operate to the required every 3 years, YMCA will renew Police checks on all staff biennially (every 2 years).

Additionally, YMCA can at any time conduct a police check on the employee because of the nature of their work and/or changes in position that require a revised police checks. The employee can access the results of any police check conducted in regard to the Privacy Act 1993.

A2.5 YMCA operates to a screening risk assessment processes including a thorough checking of applicants' suitability for their role, responsibilities, as well as being engaged within the children's workforce. Whilst not exhaustive, key processes include:

- All positions based against a formal Position Description and Specification.



- Application Form process (CV's must accompany, reflecting a 5 year work history).
- Pre-screening phone interviews include safeguarding components.
- Identification verification and verification of right to work in New Zealand.
- Formal interviews including safeguarding related questions.
- Verification of qualifications, certificates and registrations (if applicable).
- References and verification of references.

A2.6 A Vulnerable Children's Board was established to oversee the Acts requirements and the Vulnerable Children's Plan. The heads of 6 government departments are now accountable with legislated responsibilities for protecting and improving the wellbeing of vulnerable children (NZ Police, the Ministries of Health, Justice, Education and Social Development, and Oranga Tamariki—Ministry for Children).

A2.7 Although not identified within the legislation, these responsibilities are also shared with the Ministry of Business, Innovation and Employment, and Te Puni Kōkiri, as they are now also members of the Vulnerable Children's Board.

A3 **[The Oranga Tamariki Act 1989 \(Children's and Young People's Well-being Act 1989\)](#)**

Section 2, Interpretation, notes:

- A **Child** means a boy or girl under the age of 14 years.
- A **Young Person** means a boy or girl of or over the age of 14 years but under 17 years but does not include any person who is or has been married or in a civil union.
- **Child Abuse** is defined as "...the harming (whether physically, emotionally, sexually), ill treatment, abuse, neglect or deprivation of any child or young person".

Section 6, Welfare and Interests of the Child: 'The Paramount Principle' emphasises the rights and welfare of the child must be the first consideration.

Section 15, Reporting of Ill-Treatment or Neglect of Child or Young Person: Any person who believes any child or young person has been, or is likely to be harmed, ill-treated, abused, neglected or deprived may report the matter to a social worker or constable.

Section 16, Protection of Persons Reporting: Protects any person if they have reported abuse in 'good faith'.

Section 17, Investigation of a Report: Police and Oranga Tamariki have to follow up a report of concern.

A3.1 **Oranga Tamariki – Legislation Reforms**

This Act is administered by Oranga Tamariki—Ministry for Children. Reforms included the below and are being delivered via two phases.

Phase One - The Children, Young Persons and their Families (Advocacy, Workforce and Age Settings) Amendment Bill passed into law on 1 April 2017 and included:

- Raising the age of care and protection to include 17 years old
- Establishment of independent advocacy services (such as VOYCE)
- Embedding children's voices are heard and taken into account.
- Enabling a wider set of professionals to get involved in more ways.

Phase Two - The Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Bill passed into law on 13 July 2017. Changes provide the foundations for the system by:

- Ensuring an effective and accountable child-centred system
- Improving outcomes for Māori
- Sharing information to better respond to vulnerable children and young people
- Changing the name of the Children, Young Persons and Their Families Act to the Oranga Tamariki Act, to reflect the nature and scope of the changes.

A4 [Section 195A, Crimes Act 1961 \(as amended by the Crimes Amendment Act No.3 2011\)](#)

Under section 195 and 195A of this Act, a child is defined as a person under the age of 18 years.

“Anyone who lives with, or is *closely connected* with a child who is being neglected or maltreated and does not take action to protect this child is now liable to prosecution”

A5 [Section 6, Privacy Act 1993 - Principle 11](#), Limits on disclosure of personal information:

An agency that holds personal information shall not disclose the information to a person or body or agency unless the agency believes, on reasonable grounds..., that the disclosure of the information is necessary to prevent or lessen a serious threat to:

- Public health or public safety.
- The life or health of the individual concerned or another individual.

A6 [Section 10B, Summary Offences Act 1981 – Leaving a child without reasonable supervision and care](#)

Every person is liable to a fine who, being a parent or guardian or a person for the time being having the care of a child under the age of 14 years, leaves that child without making reasonable provision for the supervision and care of the child, for a time that is unreasonable or under conditions that are unreasonable having regard to all the circumstances.

A7 [The Harmful Digital Communications Act 2015](#)

The Act tackles some of the ways people use technology to hurt others. It aims to prevent and reduce the impact of online bullying, harassment, revenge porn and other forms of abuse and intimidation. The Act introduces a civil regime and criminal offences including:

1. A criminal offence, “causing harm by digital communication” (s 22).
2. A broadening of the “incitement to commit suicide” criminal offence in s 179 of the Crimes Act 1961. This offence now applies regardless of whether victims attempt to take their own lives (s 30).
3. A “safe harbour” provision for content hosts. Hosting providers can now avoid liability by following a clear complaints process when you contact them about harmful material hosted on their systems (ss 23-25).

This Act also establishes a number of principles on top of and in addition to the new criminal offences. Under the Act, Netsafe has been appointed as the ‘Approved Agency’. Netsafe’s role is to operate the civil regime. Netsafe takes complaints of harmful digital communications and informs people about the options that are available to them to remedy the situation.

A8 [United Nations Convention on the Rights of the Child 1989 \(UNCROC\)](#)

The UNCROC is a human rights treaty setting out civil, political, economic, social, health and cultural rights of children. The Convention defines a child as any human being under the age of eighteen, unless the age of majority is attained earlier under a state's own domestic legislation. New Zealand ratified the Convention on 6 April 1993. This means the NZ Government has agreed that the best interests of the child must come first where decisions, laws or services involve children.

A9 [Human Rights Act 1993](#)

The Human Rights Act deals with discrimination and consolidates and amends the Race Relations Act 1971 and the Human Rights Commission Act 1977. The Act governs the work of the New Zealand Human Rights Commission. The Human Rights Act outlaws discrimination on the basis of:

- | | |
|---|---------------------------------------|
| i. Sex (including pregnancy and childbirth) | viii. Disability |
| ii. Marital status | ix. Age |
| iii. Religious belief | x. Political opinion |
| iv. Ethical belief | xi. Employment status |
| v. Colour | xii. Family status |
| vi. Race | xiii. Sexual orientation |
| vii. Ethnic or national origins | |



A10 **Health and Disability Commissioner Act 1994**

The purpose of this Act is to protect the rights of health and disability customers and provide them with fair and efficient complaint resolution when those rights have been breached. This is achieved through the application of the Code of Health and Disability Services Consumers' Rights. The Code is a regulation under the Act therefore has the force of law. The Code of Rights gives 10 rights to those who use the service:

1. To be treated with respect.
2. To be treated fairly without pressure or discrimination.
3. The right to dignity and independence.
4. To receive a quality service and to be treated with care and skill.
5. To be given information that can be understood in a way that helps them communicate with the person providing the service.
6. To be given the information needed to know about their health or disability; the service being provided and the names and roles of the workers; as well as information about any tests and procedures they need and any test results. In New Zealand, people are encouraged to ask questions and to ask for more information to help them understand what is going on.
7. To make their own decision about their care, and to change their mind.
8. To have a support person with them.
9. To have all these rights apply if they are asked to take part in a research study or teaching session for training workers.
10. To have the right to complain and have their complaint taken seriously.

A11 **Education (Early Childhood Services) Regulations 2008**

The regulations set standards and expectations for curriculum development, teacher qualifications, centre size and ratios, health and safety practices, facilities and premises, and governance, management and administration requirements. The regulatory framework for ECE consists of:

- i. the Education Act 1989
- ii. the Education (Early Childhood Services) Regulations 2008 and the Education (Playgroups) Regulations 2008
- iii. Licensing criteria for ECE services, kōhanga reo and playgroups.



APPENDIX B – SAFEGUARDING CODE OF CONDUCT



YMCA SAFEGUARDING CODE OF CONDUCT *Staff (Including Volunteers and Contractors).....MUST	
(A) Complete YMCA Safeguarding Induction Process	
1 st Week:	I. Know how to access YMCA Safeguarding and Child Protection Policy and Safeguarding Code of Conduct, including requirements on identifying and reporting concerns.
1 st Month:	II. Staff must complete ACF Online Safeguarding Training within their 1 st month (preference is to complete within their first week). III. Attend a Safeguarding and Child Protection Policy Briefing, completing their commitment statement. IV. Role model their Position of Trust, treating this position, power and trust with the highest responsibility.
3 Months:	V. Undertake YMCA Safeguarding Training applicable to position responsibilities (to be refresh annually). VI. Have awareness of and adhere to sector standards in approved or otherwise regulated YMCA services e.g. ECE, OSCAR, Camps, etc.

(B) YMCA Staff Position of Trust	(C) Child/Young Person's Welfare
<ol style="list-style-type: none"> Only start YMCA positions and active duties upon full completion of YMCA Safer Recruitment, including Police Vetting (revised every 2 years). Report any criminal charges or convictions prior to and during employment that may indicate a possible risk to children/young people or may affect position duties. When customer facing wear YMCA uniform (ideally with name badge), ensuring conduct adheres to YMCA values and Uniform Policy. Make sure staff and service information creates parental awareness to positions or activities needing 1-to-1 working and/or physical contact with a child/young person (e.g. Raise Up, Camps, Swim school, Fitness, Recreation activities, etc.). Make certain parent/carer written consent is obtained for: <ol style="list-style-type: none"> YMCA excursions or camps (including informing of travel and sleeping arrangements). Any imagery taken by or within YMCA settings/programmes (in accordance with YMCA Safeguarding Imagery Policy). Use only YMCA platforms/resources for communicating with children/young people or their families (e.g. YMCA email, phones, social media, etc.) with all communication reflecting appropriate language and tone. All electronic communication for U18s is for service purposes only and directed via parents/carers, unless guided via business unit procedures (e.g. Raise Up). Business unit processes enabling direct contact must reflect parental consent. Staff are still only to use YMCA resources. 	<ol style="list-style-type: none"> Adhere to staff/child ratios and where possible reflect staff diversity. Make certain work with children/young people is within hearing distance and the line of sight of other YMCA staff or other adults. Exceptions may apply when: <ol style="list-style-type: none"> Difference is reflected in position descriptions or service operation information. An exceptional circumstance (e.g. emergency), managed with Safeguarding staff. Maintain signing in/out logs, being vigilant to the arrival/collection of children/young people. Only release children/young people to those recorded as authorised or as notified to YMCA by the parent/carer. Verifying the ID upon collection. Ensure visitors are signed in/out, visible to staff and never left alone with children/young people. Maintain appropriate language, boundaries and relationships when working with children/young people and their families. Using YMCA behaviour management processes to manage any challenging behaviour. Make sure all children/young people using or within the areas of IT are protected from exposure to inappropriate material (emotional, sexual or violent) e.g. web content, social networking sites, instant messaging or game sites. Remain alert to identifying and reporting indicators of vulnerability, abuse (including grooming) and/or neglect. Obey YMCA's mandatory safeguarding reporting processes. Respect diversity and promote inclusivity, where needed working with parents/carers and/or other services to offer additional support.
*Different training and induction processes apply for staff under 16 years	



YMCA Staff (Including Volunteers and Contractors).....MUST NOT

MUST NOT breach Safeguarding Code of Conduct Must criteria,

(A) YMCA Staff Position of Trust	(B) Child/Young Person's Welfare
<ol style="list-style-type: none"> 1. Undertake any form of sexual behaviour or engagement with, or in the presence of, an U18 accessing YMCA services or programmes. Doing so is a breach of YMCA's position of trust. 2. Sexual behaviour includes contact and non-contact behaviour e.g. flirting, sexual innuendo, sexting, taking or exposing children/young people to inappropriate messages, images or nudity (e.g. via text, email, magazines, other). 3. Behave in a manner open to perceptions of grooming. Whilst not exclusive this includes: <ol style="list-style-type: none"> a. Taking a child to a personal setting (e.g. staff member's home) or encourage contact outside of YMCA remit. b. Being 'secretive' with or encouraging children/young people to keep secrets. c. Giving of personal gifts. d. Sharing accommodation with a YMCA child/young person.* e. Provide additional childcare for a YMCA child/young person, outside of YMCA's Out-of-hours Childcare Services Guidance. 4. Attend work under the influence of or in the possession of drugs or alcohol. 5. Take or share child/young person imagery without parental consent. 6. Travel alone with or transport in own vehicles, a YMCA child/young person before, during or after a YMCA program, excursion or camp. Exceptions may apply when: <ol style="list-style-type: none"> a. Difference is reflected in position descriptions or service operation information. b. An exceptional circumstance (e.g. emergency), managed with Safeguarding staff 7. Wear YMCA uniforms when not working (except to travel to and from work). 8. Work/volunteer for YMCA if additional hours either via YMCA or secondary employment, will or have had, an impact on staff's capability and competence to perform YMCA duties. 	<ol style="list-style-type: none"> 1. Release a YMCA child/young person to anyone other than an authorised person(s) without the parents' permission. 2. Leave children/young people alone when they are personal facilities. Peers may escort one another in pairs, although variance in pairings should be evident. 3. Discipline a child/young person outside of sector standards and/or YMCA expectations. 4. YMCA discipline processes do not include: <ol style="list-style-type: none"> a. Any form of physical punishment or contact affecting the physical or emotional welfare of a child/young person. b. Emotional abuse including use of threats, favoritism, swearing, reference to diversity differences and/or withdrawal of care necessities (including food, shelter and emotional warmth). c. Any form of treatment that could be considered cruel, frightening or degrading: 5. Say negative, violent or sexually suggestive comments to a child/young person. 6. Initiate or participate in unnecessary or inappropriate physical contact. Whilst not exclusive this includes: <ol style="list-style-type: none"> a. Performing unwanted touch and/or touching personal body areas. b. Performing personal care that a child is capable of performing on its own e.g. changing clothes, feeding, toileting and/or assisting with medication. c. Contact that risks causing pain, distress or harm. d. Engage in unnecessary affection to a child/young person e.g. sitting a child on laps, hugging, cuddling, kissing, etc. e. Permitting and participating in games promoting unnecessary physical contact e.g. rough, boisterous play (e.g. horseplay/jungle gym). 7. Provide independent support to a YMCA child/young person or their family that's not part of YMCA's services or outside of YMCA Out-of-hours Childcare Services Guidance.

A BREACH OF ANY OF THE ABOVE MAY BE SUBJECT TO DISCIPLINARY ACTION UP TO AND INCLUDING DISMISSAL

APPENDIX C – POSSIBLE INDICATORS OF ABUSE



Physical Abuse

A non-accidental act on a child/young person resulting in physical harm. It may involve (but is not limited to) hitting, shaking, throwing, burning or scalding, biting, cutting, poisoning, drowning, strangling or suffocating or anything else that could cause physical harm to a child/young person.

Physical abuse may also involve fabricating the symptoms of illness or deliberately inducing illness in a child/young person.

Sources: Oranga Tamariki, *Interagency-guide-working-together*, August 2017; UK Government, *Working Together to Safeguard Children*, July 2018

Physical indicators may include:	Behavioural indicators may include:
<ul style="list-style-type: none"> ▪ Head injuries. ▪ Unexplained bruises, welts, scratches, cuts and abrasions (specifically regular, multiple, clustered and/or historic, in unusual places e.g. face, back or tummy, buttocks, backs of legs). ▪ Unexplained fractures, sprains, dislocations and broken bones. Particularly to the head, face, hip or shoulder dislocations. Especially in young babies or immobile children. ▪ Burn or scald marks (including cigarette burns, stove ring, iron, rope). ▪ Bite marks. ▪ Injuries with particular patterns e.g. belt mark; fingertip bruising (e.g. being forcefully held). ▪ Strangulation or suffocation marks. ▪ Ingestion of alcohol and drugs. ▪ Poisoning. ▪ Shaken Baby Syndrome – vomiting, signs of bleeding in their eyes, appear floppy and unresponsive. 	<ul style="list-style-type: none"> ▪ Injuries with: <ul style="list-style-type: none"> ○ Saying something that indicates physical harm has occurred. ○ Unlikely explanations for injuries (particularly the child’s against age/developmental level). ○ Explanations not making sense, changing or not fitting with presented injuries ○ Differing explanations (e.g. between parents, parent and child, siblings/friends, etc.) ○ Refusal to discuss/access medical help and/or delayed access to treatment. ○ No explanation or child or parent can’t recall how the injuries occurred ▪ Reluctance to have parent/carer contacted. ▪ Mistrust of adults/demonstrating fear of particular adults/care givers/peers. ▪ Demonstrating a 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, restlessness, 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.



Typical Abusive Injuries



Ears – especially pinch marks involving both sides of the ear

The “triangle of safety” (ears, side of face, and neck, top of shoulders): accidental injuries in this area are unusual

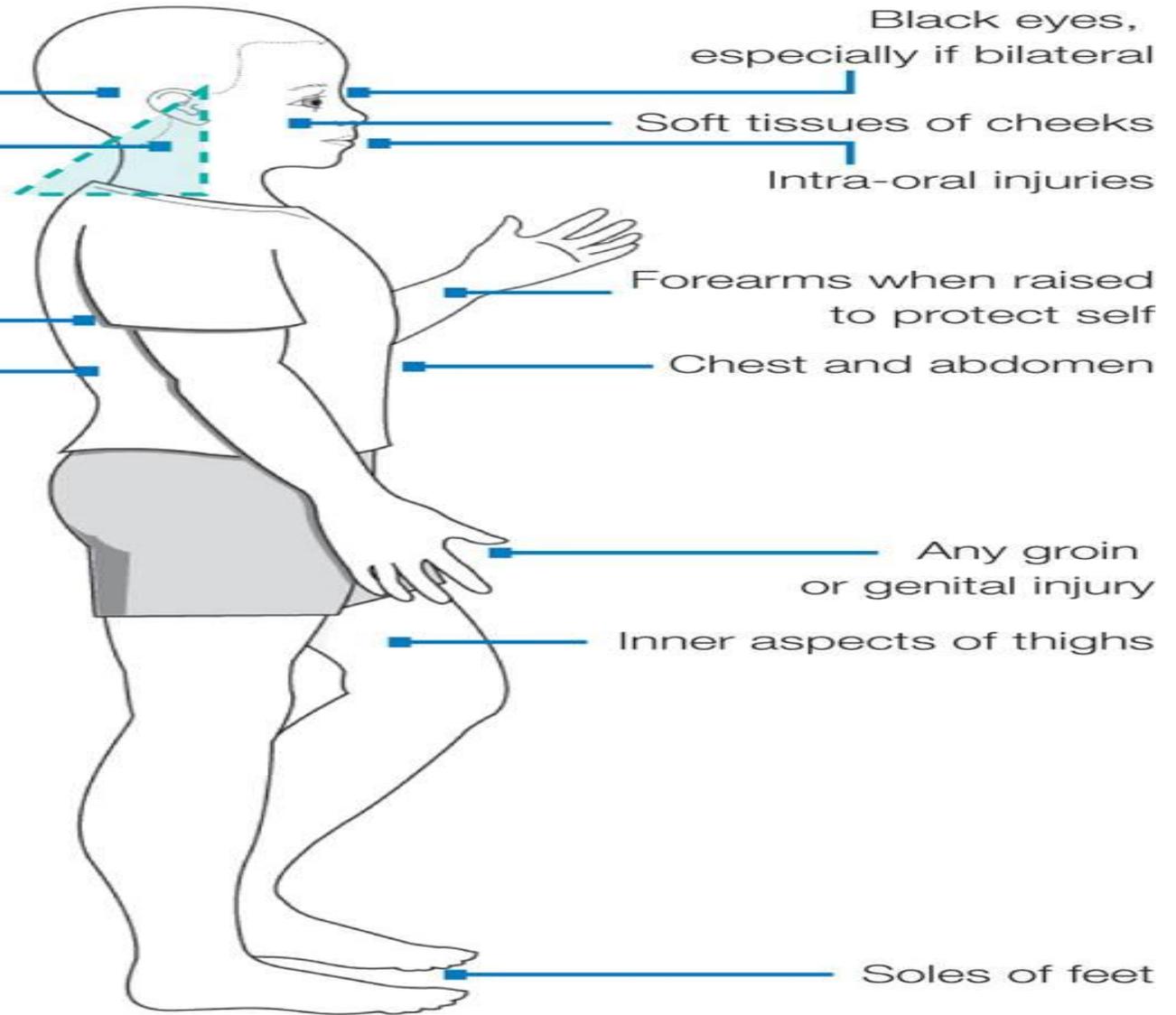
Inner aspects of arms

Back and side of trunk, except directly over the bony spine

REMEMBER

Concerns are raised by:

- injuries to both sides of the body
- injuries to soft tissue
- injuries with particular patterns
- any injury that doesn't fit the explanation
- delays in presentation
- untreated injuries



Source: UK Department of Health

Sexual Abuse



Sexual abuse can involve, but is not limited to coercing, forcing or enticing a child or young person to take part in sexual activities. Sexual abuse can be perpetrated by males, females and other children/young people (peer-to-peer). Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

It also includes non-contact activities, such as involving a child or young person in looking at, or in the production of sexual images, watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

It often begins with some form of grooming, which is when the person prepares the child for sexual contact or exploitation, by lowering their inhibitions and gaining their trust – this includes via the internet and social media.

Sources: Oranga Tamariki, *Interagency-guide-working-together*, August 2017; UK Government, *Working Together to Safeguard Children*, July 2018

Non-Contact behaviours include:	Contact behaviours include a wide range of sexual activities including:
<ul style="list-style-type: none"> ▪ Making sexual comments directly in letters, by telephone, text messages or email. ▪ Voyeurism. ▪ Exposing a child to sexual images, watching sexual activities e.g. videos, internet sites, audio. ▪ The perpetrator exposing parts of their body, or the child’s body. ▪ Encouraging a child to behave in sexually inappropriate ways or conversations, including directing a child to perform a sexual act. ▪ Grooming a child in preparation for sexual abuse. ▪ Exploiting a child through prostitution or pornography. ▪ Sexual abuse can take place online, and technology can be used to facilitate offline abuse. 	<ul style="list-style-type: none"> ▪ Intimate kissing. ▪ Touching/fondling/rubbing breasts, genitals, anus, whether the child’s or getting the child to do this to the perpetrator, whether inside or outside clothing. ▪ The perpetrator rubbing their genitals against the child’s body. ▪ Masturbation. ▪ Penetration (rape or oral sex) by a penis, finger or other object.

Physical indicators may include:
<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. ▪ Inappropriate clothing e.g. keeping body covered in hot weather. ▪ Urinary tract infections, pain experienced when going to the toilet or blood in urine or stools. ▪ Frequent complaints of headaches and/or stomach pains. ▪ Discomfort when walking or sitting down. ▪ If an under 16 is showing signs of being sexually active, STIs, pregnancy, torn, stained or bloody underclothing. ▪ Anxiety related illnesses e.g. eating disorders and/or sudden changes in eating habits - Refuses to eat, loses or drastically increases appetite, has trouble swallowing, anorexia, bulimia, significant weight gain. ▪ Nightmares/other sleep problems without explanation. ▪ Exposure to or involvement in pornography or prostitution.

Some physical indicators of sexual abuse may only be identifiable via a medical examination. For example:

- Sexually Transmitted Infections (STIs).
- Semen in genitalia areas.
- Vaginal, penis, scrotum or anal injury or scarring.
- Abrasions, tears and bruises to the vagina or anus.
- Chronic urinary tract infections or difficulty urinating.
- Bleeding from the anus or vagina.





Behavioural indicators may include:

- Sexually explicit or age-inappropriate play, interest, drawings, stories, talking about sex.
- Persistent and/or age-inappropriate sexual activity.
- Significant difficulty in relating to adults and/or peers, including:
 - Sexual aggression towards younger or more naïve children.
 - Sexual invitations or gestures to older people.
 - Sexual interaction involving animals or toys.
 - Sexual promiscuity or exploitation.

- Significant change in status or quality of relationships with friends and/or parents.
- Fear of people, of a particular person, gender, attending a particular activity, club/ organisations, place, etc. including running away.
- Distracted or distant at odd times.
- Signs of depression e.g. persistent crying, lack of motivation to engage in activities, lack of expression or enthusiasm.
- Problems with school work or unexplained changes in behaviour or school results.
- Sudden mood swings: rage, fear, insecurity or withdrawal.
- Frequent rocking, sucking and biting behaviour.
- Challenging and aggressive behaviour.
- Suicidal and self-harm behaviour including self-mutilation, drug or alcohol abuse.
- Risk taking behaviour such as lighting fires.
- Cruelty to animals.
- Trying to feel clean through obsessive washing.

More typical of Younger Children

- Regression e.g. bed-wetting or thumb sucking.
- New words for body parts.
- Resists removing clothes when appropriate times e.g. bath, bed, toileting, nappy changes.
- Asks other children to behave sexually or play sexual games.
- Mimics adult-like sexual behaviours including with toys or draws in artwork.

More typical in adolescents

- Self-injury (cutting, burning).
- Suicide attempts.
- Inadequate personal hygiene.
- Drug and alcohol.
- Sexual promiscuity.
- Running away from home.
- Depression, anxiety.
- Fear of intimacy or closeness.
- Compulsive eating or dieting.
- Purposefully making themselves unattractive.

Sexual Exploitation indicators may include:

Via technology:

- Sending or posting sexually explicit images of themselves
- Taking part in sexual activities via a webcam or smartphone
- Having sexual conversations by text or online

Within gangs sexual exploitation may be used to:

- Exert power and control over members
- Initiate young people into the gang,
- Exchange sexual activity for status or protection,
- Entrap rival gang members and/or inflict sexual assault as a weapon in conflict



Emotional Abuse

Some level of emotional abuse is involved in all types of maltreatment, though it may also occur alone. Emotional abuse is often a persistent pattern of behaviour towards a child or young person, but can also include a single severe incident, as to cause severe and adverse effects on their emotional wellbeing. It may involve, but is not limited to:

- Persistently withholding affection, being rejected, ignored, isolated, humiliated, terrorised, corrupted and belittled
- Eroding their sense of self-worth and self-respect
- Verbally abusing and/or causing them to live in fear
- Conveying they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate.
- Having expectations that are significantly inappropriate for their development or age
- Overprotection and limitations of exploration and learning, or preventing the child from participating in normal social interactions.
- Bullying (including cyberbullying).
- Exploiting or corrupting of children
- Seeing or hearing the ill-treatment of another.
- Deliberate or persistent disregard for their cultural identity and wellbeing.

This list is not exhaustive and consideration should always note the actual or potential impact on a child or young person.

Sources: *Oranga Tamariki, Interagency-guide-working-together, August 2017*; *UK Government, Working Together to Safeguard Children, July 2018*

Physical indicators may include:

- 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
- 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)

Behavioural indicators may include:

- Excessive lack of self-esteem or confidence.
- Overly compliant and apologetic including an excessive fear of making mistakes.
- Difficulty developing normal relationships including poor peer relationships.
- Lacks trust in other people. demonstrating fear, of parent, caregiver or other adult.
- Reluctance to attend an activity at a particular club or organisation.
- Staying at school or other activities outside hours and not wanting to go home.
- Inability to cope with praise, unable to express views when asked, unable to cope in social settings
- Slow development or regression.
- 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.
- Abuse of alcohol or drugs.

Neglect

Neglect is the most common form of abuse and although the effects may not be as obvious, they are just as serious, leading to damaged self-esteem and a lost opportunity to thrive in the world. Neglect is the persistent failure to meet a child or young person's basic physical and psychological needs. It is any act or omission resulting in impaired physical functioning, injury, health and/or development of a child/young person. It may involve, but is not limited to:

- **Physical Neglect:** not providing the necessities of life like enough food, clothing and a warm place to live (including exclusion from the home or abandonment).
- **Neglectful Supervision*:** leaving children home alone, or without someone safe looking after them during the day or night (including inadequate care-givers).
- **Emotional Neglect:** not giving children the comfort, attention and love they need through play, talk and everyday affection or unresponsiveness to a child's basic emotional needs.
- **Medical Neglect:** the failure to take care of their health needs (including dentistry).
- **Educational Neglect:** allowing chronic truancy, failure to enrol children in school, or inattention to special educational needs.
- **A refusal to assume parental responsibility.**

Neglect may also occur in pregnancy e.g. via parental substance misuse, family violence.

**NB. In accordance with Summary of Offences Act 1981, Section 10B Leaving a Child without reasonable supervision and care*

Sources: Oranga Tamariki, Interagency-guide-working-together, August 2017; UK Government, Working Together to Safeguard Children, July 2018

Physical indicators may include:

- Appearing 'rough' and uncared for, extremely dirty, wearing inappropriate clothing e.g. for weather, activities, etc.
- Remain unsupervised for long periods of time.
- Experience abandonment by parents/carers.
- Non-organic failure to thrive e.g. underweight, small for their age.
- Persistent nappy rash or skin disorders.
- Suffer from frequent hunger or malnutrition.
- Have 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

Behavioural indicators may include:

- Stealing/hoarding, particularly food or clothing.
- Inappropriately dressed i.e. extremely dirty, not the right clothes to keep dry or warm.
- Out and about unsupervised, spends lots of time at the neighbours, or regularly hangs out at school or other external activities beyond the usual hours, or on the streets.
- Falling behind in educational work and/or attendance.
- Reluctance to attend an activity at a particular club or organisation.
- Indiscriminate attachment to adults, strong attention, affection seeking or a severe lack of attachment to their own parent/carer.
- Tired or falling asleep at inappropriate times.
- Abuse of alcohol or drugs.
- Aggressive behaviour, destructive tendencies and/or offending behaviour
- Poor peer relationships, having few friends.
- Indiscriminate with affection and/or desire for adult affection.
- Poor emotional response / lack of expression or enthusiasm, Low self-esteem, dull, unsmiling.
- Poor social skills or other developmental delays
- Anxiety about being left, frequent rocking and sucking behaviour.
- Running away.

Family Violence Possible Indicators

It may be a single act of violence, or a number of acts that form a pattern of abuse. It covers the range of abuse types – it can be physical, emotional and sexual – and victims suffer in all these ways. Family violence includes yelling and hitting, as well as threatening to harm people, pets or property.

Children are always affected when there is violence in the family. Even if they're not being physically harmed themselves, they will be emotionally harmed. Exposure to and/or witnessing Family Violence is also recognised as a form of emotional abuse.

Family Violence can be carried out by anyone in a domestic or close relationship. This includes a partner or ex-partner, boyfriend or girlfriend, carer, parent, older child, sibling, friend, flatmate or family member. They don't have to be living with the person(s) being affected. It may involve, but is not limited to:

- Financial abuse
- Allowing a child to witness abuse
- Physical violence or abuse
- Emotional/Psychological abuse (including threats, intimidation, harassment, and damage to property)
- Sexual violence or abuse

Whilst anyone may be a victim of and/or perpetrate Family Violence, research shows women and children as being the most likely victims.

Sources: Adapted from Oranga Tamariki, *Interagency-guide-working-together*, August 2017; www.oreyouok.org.nz/family-violence/thelaw/

Physical indicators may include:

- Physical injuries including bruising.
- Self-harm and suicide threats or attempts.
- Poor health and development.
- Poor sleeping patterns.
- Cry and scream more than normal.

Particularly in adults:

- including bruising on the chest and abdomen, injuries during pregnancy, multiple injuries, or patterns of a repeated injury
- depression, headaches, sleeping and eating disorders
- panic attacks,
- drug and alcohol abuse, dependency on tranquilisers and alcohol

Behavioural indicators may include:

- As outlined in physical and emotional abuse.
- Bullying, aggressive behaviour including yelling, hitting, biting, kicking and pulling other children's hair.
- Disclosures of and/or describes violent or emotionally abusive acts.
- Threats and/or harming of animals.
- Substance misuse.
- Very distressed when witnessing violence.
- Severely shy, low self-esteem or lacking in autonomy and self-worth
- Argumentative.
- Difficulty concentrating.
- Become rebellious/anxious.
- Person gives explanations that do not fit the other signs, and is fearful

Perpetrator behaviours may include:

- isolates and controls their family, and may force them to move frequently
- threatens, criticises, intimidates, and uses aggressive and physical abuse towards their partner and children
- threatens to, or actually harms pets
- is sexually controlling and may force sex on their partner
- minimises and denies their own behaviour, or blames the victim for their own behaviour.

Bullying

Bullying relates to inappropriate use of a real or perceived power by one or more persons over another person or a group regarded as less powerful. Acts of bullying are generally repeated or have the potential to be repeated over time.

Bullying relates to hurting someone else (physically and/or emotionally) and may take many forms that are often interrelated and include:

Verbal: Name calling, Gossiping, Put downs, Threats

Physical: Hitting, Pushing, Punching, Kicking, Scratching, Tripping, Spitting, Hiding or damaging possessions

Social: Ignoring, Isolating, Excluding, Ostracising, Alienating someone

Emotional: Spreading rumours, Threatening/ Intimidating/ undermining/ or humiliating someone, Stalking, Constant criticism, Controlling or manipulating someone

Concerns relating to bullying encompass both those perpetrating these acts and those suffering as a result.

Physical indicators may include:

- Physical injuries such as unexplained bruises.
- Problems with eating or sleeping e.g. nightmares, wetting the bed, etc.
- Self-harm.

Behavioural indicators may include:

- Belongings getting “lost” or damaged.
- Loses interest in school.
- Not doing as well at school (drops in grades) or getting into trouble at school.
- Problems adjusting to school, being afraid to go to school, being mysteriously 'ill' each morning, or skipping school.
- Have fewer friendships, not being accepted by their peers.
- No longer wants to participate in activities once enjoyed.
- Asking for, or stealing, money (to give to a bully)
- Suddenly changes in behaviour e.g.
 - Being nervous, losing confidence, or becoming distressed and withdrawn
 - Anxious, clingy, depressed, obsessive behaviour, wary and suspicious of others
 - Being aggressive, taking risks
 - Bullying others
- Thoughts about suicide
- Substance misuse

Cyberbullying

Bullying can happen anywhere including online, which is called Cyberbullying. This is usually perpetrated using social media networks, games and mobile phones. This can include spreading rumours, posting nasty or embarrassing messages, images and/or videos.

Those suffering from Cyberbullying may know who is bullying them or they may be targeted by someone using a fake or anonymous account, with anonymity often increasing the likelihood of others engaging in bullying behaviour.

Often due to being challenging to stop, remove and by being constant (wherever they are, any time of day or night) children/young people can feel like there's no escape.

Physical indicators may include:

- Spends a large amount of time on the computer, yet does not seem willing to talk about what they are doing or gives dubious explanations about how the time was spent.
- Seems upset, highly irritable or emotional after being on the computer, or after reading their text messages or email, etc.
- Avoids conversations about the computer or Internet, or seems defensive and upset when you ask about it.
- There is a sudden drop-off in computer use, and the child seems to avoid it or does not use sites they used to spend time on.
- A withdrawal from technology or a sudden change in computer or phone usage including suddenly stops using the computer (biggest red flag).
- Suddenly changes friends