



Stanley Avenue School

Next review: Term 3 2025

Child Protection

Our Child Protection policy, along with supporting policies and procedures, applies to any student at Stanley Avenue School who is defined as a **child** under the Children's Act 2014 (Part 1, s. 5). Where this policy refers to "students" to maintain consistency with other school documentation, child protection requirements apply, with the exception of those outside the Children's Act definition.

Child protection framework

As required by the Children's Act 2014 (s. 14), we have adopted this Child Protection policy as our framework for student safety at Stanley Avenue School. This policy contains provisions for identifying and reporting child abuse and neglect, with further detail provided in **Abuse Recognition and Reporting**.

Guidance provided by Stanley Avenue School for the safety and wellbeing of students aligns with the principles of partnership/mahi tahi, protection/kaitiakitanga, and participation/whai wāhi; and the rights and responsibilities of all members of our school community as outlined by te Tiriti o Waitangi. We recognise the importance of involving family/whānau in decision-making, and we involve students in decision-making about themselves in age-appropriate ways.

Our child protection policy, along with supporting documentation, ensures we maintain student welfare as our primary concern, and keep the student at the centre of decision-making. We aim to safeguard our students from abuse and neglect by encouraging concerns to be recognised and shared, and having systems to respond when concerns are raised.

See **Student Wellbeing and Safety** for a list of policies and procedures supporting child protection at Stanley Avenue School.

Supporting student safety and responding to concerns

We support the wellbeing/hauora of our students by establishing positive learning environments, and promoting respectful relationships between students and staff. We have a designated child protection person, who is the primary point of contact for concerns about students, including concerns about abuse or neglect. At Stanley Avenue School, this person is the deputy principal. In situations of concern, we aim to work together and intervene early to support student safety and wellbeing.

We foster a safe atmosphere for our students to speak up if they feel that something is wrong or that they are being mistreated. We may use programmes to help students identify healthy and unhealthy relationships. Our school uses the Keeping Ourselves Safe programme.

- For further information about our whole-school approach to wellbeing, see **Supporting Student Wellbeing**.
- If a wellbeing concern is raised, or staff think that a student may require extra support, we follow procedures for **Responding to Student Wellbeing Concerns**.
- If there is a concern or disclosure of abuse or neglect, we follow procedures for **Abuse Recognition and Reporting**.

Concern response overview

For information specific to the situations listed above, see the corresponding topic. Our response overview is provided here.

If there is immediate danger:

- Phone the police on 111.
- If possible, protect the immediate safety of the student.
- Following the incident, inform the designated child protection person.
- Record any actions taken.

If there is no immediate danger:

- Record a factual account of any concerns that have come up, or any disclosures that are made.
- For any concerns, consult the designated child protection person, who works with relevant school staff and external agencies as necessary.
- The designated child protection person may consult with the principal and board to decide whether to share information externally.
- Where a concern does not warrant notifying Oranga Tamariki, the school may partner with social service providers to identify and address the needs of the student.
- If necessary, Oranga Tamariki investigates and advises relevant staff about any action that should be taken to support students.
- Decisions about informing parents or caregivers about suspected or actual child abuse or neglect are made after consultation between the school and Oranga Tamariki.
- All decisions are recorded in writing and kept in a secure child protection file, with any decision-making processes explained.

Child protection roles and responsibilities

The Stanley Avenue School board is responsible for ensuring all **children's workers (core and non-core)** employed or engaged by the school are **safety checked** before their appointment. Existing children's workers are safety checked every three years after the last safety check was completed.

If the school employs a staff member that is not considered a children's worker, they are **police vetted** if their role includes unsupervised access to students.

Staff have a professional responsibility to report any concerns about student wellbeing and safety, particularly in regard to abuse, neglect, or professional misconduct of other staff to the designated child protection person. For more information about staff training, responsibilities, and conduct expectations, see **Staff Responsibilities for Child Protection**.

At Stanley Avenue School, our designated child protection person is the deputy principal, who is the primary point of contact for concerns about students, including concerns about abuse or neglect. The designated child protection person is available and accessible to all other staff, and has experience and training in responding to child protection concerns.

Child protection partnerships

Staff members work with relevant contacts within the school to best support students, and seek guidance from external agencies as appropriate. Unless there is immediate danger, staff members do not act alone on their concerns.

Stanley Avenue School works with Oranga Tamariki and the New Zealand Police where appropriate, and liaises with partner agencies and community organisations to support early interventions with the goal of safe and effective abuse response. We share information if it is in the best interests of a student, as per **information sharing provisions**. In all

circumstances, Stanley Avenue School is carefully guided by these provisions as well as **privacy** considerations.

For further detail about information sharing processes, see **Sharing Information**.

External agency interviews

If an external agency such as the police or Oranga Tamariki asks to interview a student on school grounds, the school ensures the rights of the student are upheld. If Oranga Tamariki contacts the school to interview a student, that student has the right to a support person if they wish. This support person (e.g. member of support staff, teacher, or principal) focuses on the safety and wellbeing of the student.

The police may contact the school to question a student. Students in this situation have the right to remain silent, and the right to a lawyer. If a student who is under 18 is interviewed by police, a nominated adult can support them. See **Youth Law: Rights with the Police**.

Child protection review

We acknowledge that child protection is everyone's responsibility and we share and review our Child Protection policy and procedures with our wider school community.

Child protection topics are reviewed at least once every three years as part of the SchoolDocs **review cycle**. Our designated child protection person and any other relevant staff are involved in reviewing policies and procedures related to child protection.

The principal assures the board that the Child Protection policy is in use, is being implemented correctly, and is publicly available. See **Self-Review and Board Assurances**.

Acknowledgement

SchoolDocs appreciates the input of Safeguarding Children through their review of Child Protection-related policies and procedures.

Legislation

- Children's Act 2014
- Oranga Tamariki Act 1989
- Children, Young Persons, and Their Families (Oranga Tamariki) Legislation Act 2017
- Privacy Act 2020
- Health and Safety at Work Act 2015

Resources

- Oranga Tamariki | Ministry for Children: **Safer Organisations Safer Children** 
- Ministry of Education | Te Tāhuhu o te Mātauranga:
 - **Children's Act 2014 requirements for schools and kura** 
 - **Vulnerable Children Act 2014 - A practical guide** 
- Safeguarding Children: **Child Abuse and Neglect** 
- Ministry of Health | Manatū Hauora: **Is that child OK?** 
- Child Matters: **Insights** 
- New Zealand Police | Nga Pirihimana o Aotearoa: **Child protection guidelines** 
- Department of the Prime Minister and Cabinet | Te Tari o te Pirimia me te Komiti Matua: **Child and Youth Wellbeing Strategy 2019** 
- United Nations Human Rights: **Convention on the Rights of the Child** 

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<i>Last scheduled review</i>	<i>Term 3 2022</i>
<i>Last internal review</i>	<i>Term 3 2022</i>
<i>Topic type</i>	<i>Generic</i>



Stanley Avenue School

Next review: Term 3 2025

Abuse Recognition and Reporting

If you believe a child is in immediate danger, phone the police on 111. If you are concerned about the wellbeing of a child, or want to discuss, report, or refer a concern, contact Oranga Tamariki on 0508 EDASSIST (0508 332 774) or edassist@ot.govt.nz.

Abuse recognition and reporting processes at Stanley Avenue School are part of our wider **Child Protection** policy, which applies to all school staff, contractors, and volunteers, and is available to our school community. These procedures fulfil our requirements under the Children's Act (s. 14) to provide information on identifying and reporting child abuse and neglect.

We expect staff to be alert to changes in student wellbeing or behaviour, and to recognise signs of neglect and abuse. We acknowledge that recognising, sharing, and responding to these concerns as early as possible is key to improving health outcomes for our students. The principal assures the board each year that staff are aware of indicators of abuse, and are familiar with our procedures for reporting abuse.

At Stanley Avenue School, our designated child protection person is the deputy principal, who is the primary point of contact for concerns about students, including concerns about abuse or neglect. The designated child protection person is available and accessible to all other staff, and has experience and training in responding to child protection concerns.

Stanley Avenue School works with Oranga Tamariki and the New Zealand Police where appropriate, and liaises with partner agencies and community organisations to support early interventions, with the goal of safe and effective abuse response. We share information with appropriate agencies if it is in the best interests of a student and will support their wellbeing or safety.

Overview of abuse response procedures at Stanley Avenue School:

- Maintain awareness of the indicators of abuse.
- Support any person disclosing abuse.
- Ensure student safety. Contact the police if there is immediate danger, or Oranga Tamariki for support.
- Record all available information, including disclosures, observations, and concerns.
- Consult with the designated child protection person or seek support from an external agency. Do not act alone.
- The designated child protection person supports the student through systems within the school or external agencies.
- Any person that identifies abuse or receives a disclosure is also advised to seek support for themselves.

Recognising and responding to concerns

Student safety and welfare is the primary concern of Stanley Avenue School staff. Our staff are trained to be alert to changes in student wellbeing or behaviour, and to recognise signs of

neglect and abuse. Information sharing provisions allow staff to share safety and wellbeing concerns, which includes low-level wellbeing concerns through to observations or disclosures of abuse and neglect. If it is in the best interest of a student, staff members are encouraged to proactively and voluntarily share information with other people or organisations who may be able to help.

We advise staff not to act alone when responding to child abuse concerns. This is to protect our staff members, and to avoid prejudicing any legal action. Unless there is immediate danger to a student, staff should consult with the designated child protection person or contact Oranga Tamariki. The designated child protection person reviews any relevant information and decides how best to support the student. This may include sharing information with external agencies, or making a **report of concern**.

If concerns raised by staff or student disclosures do **not** warrant a report of concern, the designated child protection person reviews any other evidence to see if there are repeated concerns relating to student or their family. The designated child protection person decides if combined evidence meets a higher concern threshold and should be reported. The designated child protection person may organise extra support for the student and/or partner with external agencies to address student needs.

Recognising abuse

Child abuse is defined as harm (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person (Oranga Tamariki Act 1989, s. 2). Neglect is the most common form of abuse, and is defined as the persistent failure to meet a child's basic physical and/or psychological needs.

Abuse and neglect are more likely to be recognised through observations of behaviour or physical indicators than through direct disclosures. We ensure that staff are able to identify signs of abuse and neglect, and encourage concerns to be shared with the designated child protection person.

For a guide to definitions and indicators of child abuse, see the documents below. These provide examples in different situations of abuse, but are not a definitive list. For any queries, we recommend sharing concerns with our designated child protection person or Oranga Tamariki.

See **Definitions of Child Abuse** 

See **Indicators of Child Abuse** 

Managing disclosure

While abuse is usually recognised through observation, students may willingly or accidentally disclose abuse. In this situation, we handle disclosure with care to ensure the safety and wellbeing of the student, and to avoid prejudicing any legal action.

Any person who receives a disclosure is advised to:

- remain calm, and remember that the safety and wellbeing of the student is the primary concern
- offer reassurance, but do not make any promises or commitments that cannot be kept
- write down information about the time, date, location, and any people present during the disclosure
- write down what the student says in their own words, distinguishing between what the student says and any inferences made
- avoid formally interviewing the student
- ask open questions (rather than leading questions that may cause biased answers)

- ensure the student is supported and that there is a responsible adult at the school who is available to them throughout any investigation by external agencies
- inform the designated child protection person as soon as possible
- refer to Oranga Tamariki or the police if necessary.

We encourage staff to seek support for themselves in the event of abuse disclosure, either from a relevant support person at the school or through external support services.

Allegations against staff members

Child abuse concerns involving staff members may come about through observation or disclosure. These may reflect conduct within the school environment, but we also respond to allegations regarding staff behaviour outside of school. Any allegations against staff are taken seriously and dealt with as a matter of urgency. If someone has been accused of abuse, the school may take steps to prevent contact between that person and students at the school.

Any allegations against staff members should be reported to the principal. If a concern involves the principal, it should be reported to the board chair. See **Protected Disclosure** for the procedures that ensure staff feel confident they can raise concerns without fear of retaliation.

The school reports allegations of child abuse by staff members to Oranga Tamariki and the police. It is the responsibility of these authorities to assess any evidence and investigate whether child abuse has occurred. The school does not directly investigate allegations.

While student safety is our primary concern, we follow a fair disciplinary process in cases of alleged abuse. We uphold the rights of staff to respond to allegations and seek independent advice. During an investigation by Oranga Tamariki or the police, the school does not conduct its own internal investigations that may prejudice an external decision.

We protect any actual or potential legal action by following the advice of authorities in terms of contact with students, family/whānau, and those facing allegations. If there is insufficient evidence for a criminal prosecution, and following the advice of authorities, the school may conduct its own internal investigation.

Abuse and neglect are classed as a serious breach of the Code of Professional Responsibility | Ngā Tikanga Matatika under the Teaching Council Rules 2016 (Part 3). If we have reason to believe that a teacher has engaged in this type of serious misconduct, we make a mandatory report to the Teaching Council of Aotearoa.

Sharing information and reporting abuse

Under the **information sharing** provisions of the Oranga Tamariki Act, staff may proactively share information with other approved professionals (e.g. relevant members of staff, the board, and social, family, and community services) if it is in the best interests of the student. The decision to share information can be in response to general wellbeing concerns about a student as well as concerns of neglect and abuse.

Stanley Avenue School makes decisions about whether to report concerns to Oranga Tamariki or the police based on all available information. The reporting process may also involve other external agencies to identify and address student needs. The school consults with Oranga Tamariki and the police as required to decide who informs parents and/or caregivers, and when.

For further detail about the information that Stanley Avenue School is able to share and request, see **Sharing Information**.

Storing information

We record all information in writing and keep this securely in a child protection file. The designated child protection person refers to this information when making decisions based on

further evidence.

We store all information, including records documenting concerns, conversations, advice received, actions taken (including rationale), and any warnings issued, in accordance with our **Privacy** and **School Records Retention and Disposal** procedures.

The principal assures the board each year that staff are aware of indicators of abuse, and are familiar with our procedures for reporting abuse. See **Self-Review and Board Assurances**.

Related topics

- [Child Protection](#) ✓
- [Staff Responsibilities for Child Protection](#) ✓
- [Supporting Student Wellbeing](#) ✓
- [Protected Disclosure](#) ✓
- [Privacy](#) ✓
- [Sharing Information](#) ✓

Legislation

- Children's Act 2014
- Oranga Tamariki Act 1989
- Children, Young Persons, and their Families (Oranga Tamariki) Legislation Act 2017
- Teaching Council Rules 2016

Resources

- Oranga Tamariki | Ministry for Children: [Contact Us](#) ↗
- Oranga Tamariki | Ministry for Children: [Identify Abuse](#) ↗
- Ministry of Education | Te Tāhuhu o te Mātauranga: [Reporting Suspected Abuse](#) ↗
- Ministry of Health | Manatū Hauora: [Is that child OK?](#) ↗
- Safeguarding Children: [Worried About a Child?](#) ↗
- Safeguarding Children: [Making an effective report of concern](#) 📄
- Child Matters: [Handling Disclosures of Child Abuse](#) ↗
- Child Matters: [How can I tell? Recognising child abuse](#) 📄
- Teaching Council of Aotearoa New Zealand: [Conduct concerns](#) ↗

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Last <i>scheduled</i> review	Term 3 2022
Last <i>internal</i> review	Term 3 2022
Topic type	Generic



Stanley Avenue School

Next review: Term 3 2025

Supporting Student Wellbeing

At Stanley Avenue School, we support student wellbeing/hauora in keeping with the requirements of the Education and Training Act 2020 (s.127). Our whole-school approach to wellbeing/hauora aligns with Tiriti o Waitangi principles and upholds the human rights of all students. We provide a physically and emotionally safe place for all students and make every effort to create an inclusive school culture free of racism, discrimination, and bullying (NELP: Objective 1, Priority 1). We have high aspirations for every student and we work with family/whānau to deliver support that responds to their needs, identities, languages, and cultures (NELP: Objective 1, Priority 2).

As a state school, the principal and school take all reasonable steps to ensure students receive good guidance and counselling (Education and Training Act 2020, s.103).

Whole-school wellbeing approach

We support student wellbeing and recognise that wellbeing directly affects the ability to learn and succeed at school. Stanley Avenue School seeks to support student wellbeing given the potential impact of wellbeing issues on the emotional, mental, physical, and/or social health of our students.

Our whole-school approach to wellbeing is shaped by our school:

- curriculum (including physical and mental health education)
- culture, environment, and values
- vision and strategic priorities
- senior management systems and procedures
- policies and procedures
- support systems
- community.

We encourage and support students to develop skills, knowledge, values, and key competencies in line with The New Zealand Curriculum or Te Marautanga o Aotearoa.

At Stanley Avenue School, our comprehensive set of policies and procedures guides how we support student wellbeing.

- Specific processes are in place for students who may experience challenges at school due to a **health condition** or **high needs**.
- Our **behaviour management** procedures help us promote positive behaviour and de-escalate challenging behaviour. We respond appropriately to behaviours that impact wellbeing, such as **bullying**.
- Our **digital technology** policies and procedures help us create a safe digital environment and minimise harm to student wellbeing that may be caused by digital incidents.

To support student wellbeing, staff may receive training in cultural competence as appropriate. We are sensitive to cultural differences in the understanding and expression of


wellbeing issues and concerns. If necessary, we seek cultural advice and work collaboratively with parents/caregivers and whānau to understand protocols and language to help us support students at school.

We encourage parents/caregivers to share important information about their child's wellbeing with the school as necessary.

Pastoral care

All staff play a role in supporting the wellbeing of our students. Staff maintain positive learning environments and relationships with students, and treat students with respect and fairness. The pastoral care that staff provide guides students to better understand their own wellbeing, seek and use reliable information to make well-considered decisions, and develop lifelong wellbeing skills. Students learn to support their own wellbeing and the wellbeing of others around them.

We monitor student performance, attendance, and behaviour, and take action as appropriate to intervene and support students.

For how we respond to student wellbeing concerns and incidents, see [Responding to Student Wellbeing Concerns](#) .

This policy aligns with **NELP** Objective 1: Learners at the Centre.







Related topics

- [Te Tiriti o Waitangi](#) 
- [Inclusive Education](#) 
- [Learning Support](#) 
- [Health Education](#) 

Legislation

- Education and Training Act 2020
- New Zealand Bill of Rights Act 1990
- Human Rights Act 1993
- Privacy Act 1993

Resources

- Ministry of Education | Te Tāhuhu o te Mātauranga:
 - [Wellbeing in education, Wellbeing in schools and Student wellbeing](#) 
 - [Te Pakiaka Tangata: Strengthening Student Wellbeing for Success](#) 
 - [Wellbeing at home and school \(Primary\) and Wellbeing at home and school \(Secondary\)](#) 
- TKI: [Mental health education: A guide for teachers, leaders and school boards](#) 
- Education Review Office | Te Tari Arotake Mātauranga: [Wellbeing for success: a resource for schools](#) 
- NZCER | Rangahau Mātauranga o Aotearoa: [Wellbeing@School](#) 

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