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| <b>Policy title</b>                           | <b>Kids/Youth Child Protection Policy</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Policy area</b>                            | Kids/Youth Programmes / Health & Safety                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Policy available for Students – yes/no</b> | YES                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Policy detail</b>                          | <p><b>The Learning Connexion’s Responsibilities</b></p> <p>Maintaining the well-being and safety of children and young people undertaking study at TLC is a paramount goal of this organisation. This includes the prevention of child abuse.</p> <p>The interest and welfare of the child or young person will be the primary consideration when any action is taken about suspected abuse. This organisation supports the roles of statutory agencies (the Police and Oranga Tamariki - Ministry for Children) in the investigation of abuse and will report cases of suspected abuse to these agencies according to the process outlined below:</p> <ul style="list-style-type: none"> <li>• The Learning Connexion will maintain a good working relationship with the statutory agencies and be familiar with the laws which serve to protect children and young persons from abuse</li> <li>• The Learning Connexion will consult with the above-mentioned agencies, along with any other agencies who have specialist knowledge to help protect children from abuse</li> <li>• Staff will not assume responsibility beyond the level of their experience and training</li> </ul> <p><b>Reporting Abuse</b></p> <ul style="list-style-type: none"> <li>• Staff and volunteers will be given induction training to know how to prevent, recognise, and report abuse</li> <li>• Staff will only consult with or inform families about any suspected or actual abuse after consulting with the appropriate statutory agencies</li> <li>• Staff will respond to suspected child abuse or any concerning behaviour by writing down observations, impressions and communications in a confidential register. This will be kept separate from programme diaries, daybooks, communication books and enrolment information, etc.</li> <li>• Information volunteered by a child should be fully and accurately recorded. No child should be interviewed or in any way questioned about the suspected abuse, particularly sexual abuse</li> <li>• No staff member will act alone in relation to suspected child abuse, but will consult with the Management Team</li> <li>• Where staff and the Management Team suspect child abuse has occurred and a child is unsafe, the Management Team will promptly report the matter to the Police or Oranga Tamariki -</li> </ul> |

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Ministry for Children

- Documentation on file will include an acknowledgement of receipt of notification from Oranga Tamariki - Ministry for Children and follow-up information

**When an allegation of Abuse is Made Against a Staff Member**

- Where it is suspected that the child abuse has been perpetrated by a staff member or other person assisting with the programme, the matter must be reported promptly to the Management Team
- Under no circumstances should the child making the allegation be exposed to unnecessary risk. This may require that the Management Team contemplate removal of the employee or the child from the programme environment

**Peer Abuse**

- The Learning Connexion will ensure that the safety of the child or young person is paramount and no form of physical, sexual or verbal harassment or violence from peers will be sanctioned or minimized in any way
- While the situation is being evaluated, the children or young persons concerned may be separated to reduce contact with possible abusers
- The Learning Connexion will make every effort to keep specific and identifying information as private as possible. Nothing will be passed onto the media and parents/caregivers will be asked to keep information private
- If a child who previously abused a peer re-enrols into the programme, there will be communication with the Management Team and relevant staff about the risks involved

**Supervision Guidelines**

To minimise the risk of actual or alleged abuse in the programme the following guidelines are in place:

- All staff should examine the opportunities or possible situations there are for staff to be alone with children. This should be avoided wherever possible
  - Wherever possible, an open door policy for all spaces should be used (although this is not possible for toilets). Staff should be aware of where children are at all times and check to ensure that their behaviour is appropriate
  - Staff should be aware of situations where children are out of sight together (dens, play-huts, leaving the classroom to wash hands, etc.) and supervise accordingly
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|                           | <ul style="list-style-type: none"> <li>• Visitors or staff who are not part of the programme must have prior approval to be present during programme time and must sign in and out via the Visitor Sign-In Register</li> <li>• Visitors or staff who are not part of the programme should be monitored at all times by programme staff and should never be left alone with a child</li> <li>• Unless requested by children or parents, there is no need to assist school-aged children with toileting. If a situation arises which requires supervising staff to assist children with toileting activities (e.g. if a child has had a toileting mishap), ensure that other staff know you are toileting a child/young person and that parents are informed. An incident report is to be filled in and signed by the parent/caregiver</li> <li>• Where a child or young person requires assistance (e.g. they are intellectually or physically disabled), involve the parents/caregivers and outside agencies (such as Special Education Service) to assist, if possible. If this assistance is not available, ensure that the staff members are aware of the appropriate procedures when giving assistance</li> <li>• Staff must not transport a child or young person on their own at any time, unless an emergency requires it</li> <li>• Staff will NOT release a child to a person who is not identified on the enrolment form as someone authorised to collect the child, unless the caregiver is contacted for authorisation</li> </ul> <p><b>Employment of staff</b></p> <ul style="list-style-type: none"> <li>• During the recruitment and vetting process for all new staff, the organisation completes a safety check for all children's workers that includes checking work history, completing reference checks and police vetting</li> <li>• Applicants are made aware of the safety checking process and requirement for police vetting and sign a consent form for this during the application process</li> </ul> |
| <b>Related Procedures</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Date Created</b>       | Mar 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Review Dates</b>       | Oct 2019, June 2020, August 2021, Jan 2023, Jan 2024, Sept 2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Next review date</b>   | Sept 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Links</b>              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |