

## **4.8 Child Protection Policy**

**Date effective:** March 2025

**Review Date:** March 2026

### **Rationale:**

This policy outlines our commitment to child protection and it applies to visitors, staff and students and all workers/clients. It includes our protocols when child abuse is reported to us or suspected by us. It also includes practice notes on measures to be taken to prevent child abuse. Staff are expected to be familiar with this policy and abide by it.

### **Purpose:**

- To ensure the wellbeing of children in our care by committing to the prevention of child abuse and neglect and to the protection of all children.
- To support the roles of the New Zealand Police and Oranga Tamariki (formerly Child, Youth and Family) in their investigation of suspected abuse.
- To advocate and escalate concerns about a child's safety and report suspected/alleged abuse to these agencies and the Ministry of Education.
- To support families/whānau to protect their children.
- To provide a safe environment, free from neglect, physical, emotional, verbal or sexual abuse.

### **Position Statements**

We have an obligation to ensure the wellbeing of children in our care and are committed to the prevention of child abuse and neglect and to the protection of all children. The safety and wellbeing of the child is our top priority.

We support families/whānau to protect their children.

We provide a safe environment, free from physical, emotional, verbal or sexual abuse.

Our centre is committed to work with other agencies where necessary to respond to the needs of vulnerable children and families/whānau.

### **Policy:**

- The interest and protection of the child is paramount in all actions.
- We recognise the rights of family/whānau to participate in the decision-making about their children.
- We have a commitment to ensure that all staff are able to identify the signs and symptoms of potential abuse and neglect and are able to take appropriate action in response.

- We are committed to supporting all staff to work in accordance with this policy, to work with partner agencies and organisations to ensure our approach to child protection is consistent and high quality.
- We will always comply with relevant legislative responsibilities.
- We are committed to share information in a timely way and to discuss any concerns about an individual child with colleagues or the Person Responsible.
- We are committed to promote a culture where staff feel confident that they can constructively challenge poor practice or raise issues of concern without fear of reprisal.
- This policy will be reviewed at least every three years.

## **Definitions of Child Abuse**

**Child Abuse** is defined by Oranga Tamariki as “any child or young person that has been, or is likely to be, harmed (whether physically, emotionally, or sexually), ill-treated, abused, neglected or deprived”. Oranga Tamariki: [Definitions of abuse, neglect and harm](#)

Some forms of Child Abuse can be:

- **Physical Abuse:** can be any act that may result in physical harm to a child
- **Emotional Abuse:** can be any act or omission that results in adverse or impaired psychological, social, intellectual, and emotional functioning or development
- **Sexual Abuse:** can be any act that involves forcing or enticing a child to take part in sexual activities, whether or not a child is aware of what is happening or whether it is by contact or non-contact
- **Neglect.**

**Child Neglect** “is a pattern of behaviour which occurs over a period of time and results in impaired functioning or development of a child. It is the failure to provide for a child’s basic needs.

Neglect may be:

- **Physical** - failure to provide necessary basic needs of food, shelter or warmth
- **Medical** - failure to seek, obtain or follow through with medical care for the child
- **Abandonment** - leaving a child young person in any situation without arranging necessary care for them and with no intention of returning
- **Neglectful supervision** – failure to provide developmentally appropriate or legally required supervision
- **Refusal to assume parental responsibility** - unwillingness or inability to provide appropriate care for a child.”

## **Identifying possible abuse or neglect**

Child Abuse is defined in the Children Young Persons and their Families Act as “the harming (whether physically, emotionally, or sexually), ill-treatment, abuse, neglect or deprivation of any child or young person.”

### **Emotional Abuse**

Emotional abuse occurs when a child’s emotional, psychological, or social well-being and sense of worth is continually battered. This includes confinement, isolation, verbal assault,

humiliation, intimidation, infantilisation, or any other treatment that may diminish the sense of identity, dignity, and self-worth. We also include exposure to Family Violence in this category.

### **Neglect**

Neglect is a pattern of behaviour that occurs over a period of time and results in impaired functioning/development. It is a failure to provide for a child's basic needs.

### **Physical Abuse**

Physical abuse can be caused from smacking, punching, beating, kicking, shaking, biting, burning, or throwing the child. Physical abuse may also result from excessive or inappropriate discipline or violence within the family and is considered abuse regardless of whether or not it was intended to hurt the child. Physical abuse may be the result of a single episode or of a series of episodes.

### **Sexual Abuse**

Sexual abuse includes acts or behaviours where an adult, older or more powerful person uses a child for a sexual purpose. There are 2 different types of child sexual abuse. These are called contact abuse and non-contact abuse.

- **Contact abuse** involves touching activities where an abuser makes physical contact with a child, including penetration. It includes: sexual touching of any part of the body whether the child's wearing clothes or not; rape or penetration by putting an object or body part inside a child's mouth, vagina or anus; forcing or encouraging a child to take part in sexual activity; making a child take their clothes off, touch someone else's genitals or masturbate.
- **Non-contact abuse** involves non-touching activities, such as grooming, exploitation, persuading children to perform sexual acts over the internet and flashing. It includes: encouraging a child to watch or hear sexual acts; not taking proper measures to prevent a child being exposed to sexual activities by others; meeting a child following sexual grooming with the intent of abusing them; online abuse including making, viewing or distributing child abuse images; allowing someone else to make, view or distribute child abuse images; showing pornography to a child; sexually exploiting a child for money, power or status (child exploitation).

### **Making sure adults with access to children are safe**

#### **Safety checking**

You must carry out a formal safety check on your children's workers before they can start work (as per safety checking procedure), and then re-check them every three years (see Part 3 of the Children's Act). Nearly everyone working in your early learning service is considered a children's worker.

### **Responding to suspected abuse or neglect**

- Confidential records must be maintained, including observations of the child's behaviour for some time following an allegation or incident. The process for responding to child abuse is given in the '**Responding to Child Abuse**' flowchart in the appendix
- Incidents are to be recorded in the '**incident record template**'
- All suspicions or observed incidents or reports of incidents should be reported directly to the Person Responsible as soon as possible, who will immediately take steps to protect the child(ren) and record the report.

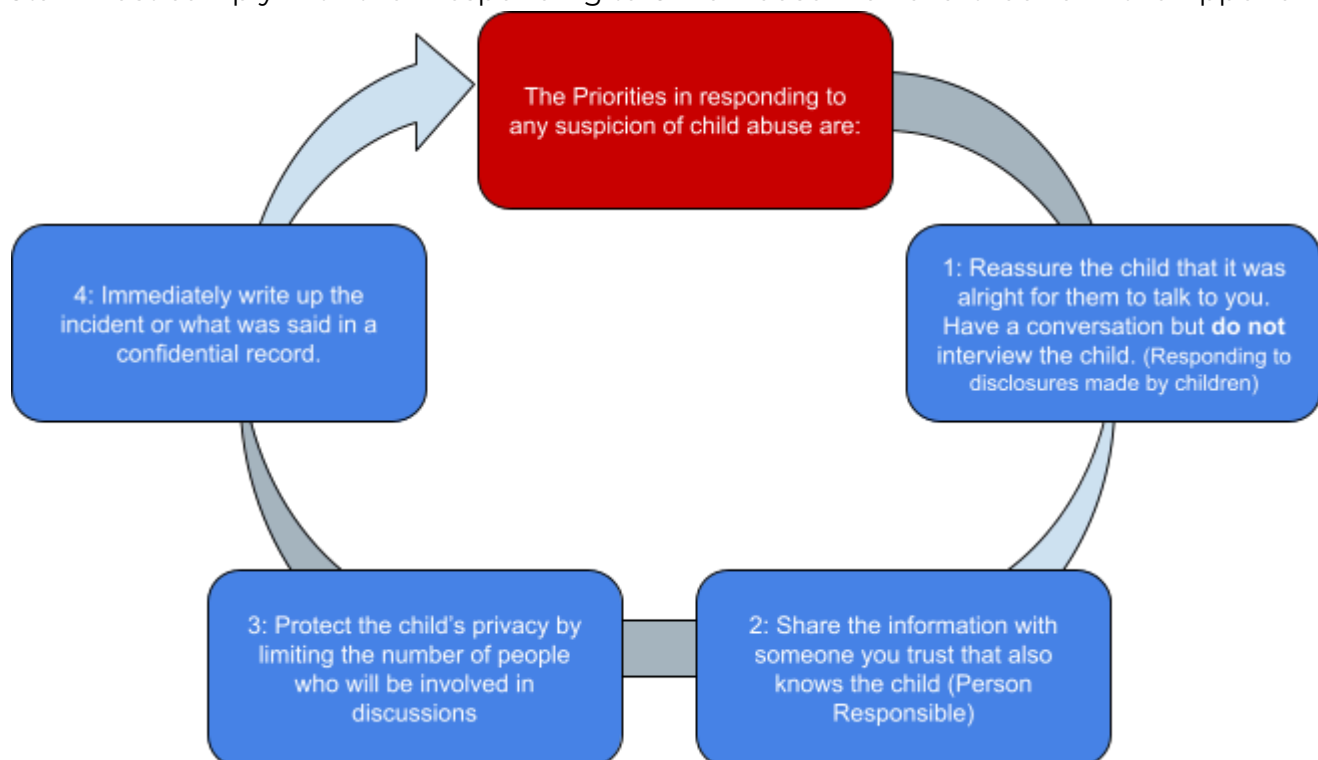
- If there is clear evidence or reasonable cause to believe an instance of child abuse has taken place, the Person Responsible shall notify Oranga Tamariki: 0508 326 459. Where evidence is less clear but there is cause for suspicion of abuse, the **Person Responsible** shall consult Oranga Tamariki ADASSIST: Phone **0508 EDASSIST** (0508 332 774); Email: **edassist@ot.govt.nz**.
- In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies (i.e., Oranga Tamariki or the Police and the Ministry of Education), this child protection policy will also help staff to identify and respond to the needs of the many vulnerable children whose wellbeing is of concern. In many of these cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. Throughout New Zealand statutory and non-statutory agencies provide a network of mutually supportive services and it is important for our organisation to work with these to respond to the needs of vulnerable children and families/whānau in a manner proportional to the level of need and risk.
- All reports will be documented and a copy of the report kept in the child's discover profile and a paper copy in a folder in the locked cupboard.

**Staff members will discuss suspicions with a senior staff member. Where appropriate, the person making the allegation will be given a copy of this policy.**

### **Immediate response to suspicion of child abuse**

The chart below is designed as an 'in the moment guide' to support teachers who come face-to-face with a disclosure or have a suspicion arising from their interaction with children.

Staff must comply with the "Responding to Child Abuse" flowchart found in the Appendix.



### **Ongoing care for vulnerable children**

Ensure the child's immediate safety - do not alert the suspected abuser.

- If a child tells of abuse; listen; have a conversation but don't interview them.
- Say you're glad they told you and you're sorry it happened
- Let them know it's not their fault and that you'll do your best to help
- Do not ask further questions
- Do not put words in the child's mouth
- Allow them to tell only as much as they want
- Continue to support the child
- Ignore negative behaviour

If a child's behaviour poses a serious risk to other children's health and well-being at the Centre, a parent meeting will be called by the Person Responsible to discuss the situation. The final decision of future action will be made by Person Responsible, with consideration to the fact that the Person Responsible has the right to exclude any child if his/her behaviour poses a significant danger to others. This decision will need to be consulted with MoE Learning Support and every effort taken to support the child's developing social competence and understanding of appropriate behaviour (Licensing Criteria 2008: C10).

### **The Basic Principles for Responding to Suspected Child Abuse**

- Believe what children tell you and what you see.
- Always take action in the short term to ensure the immediate safety of the child. This may mean contacting Oranga Tamariki or the police if you think there is an immediate risk of the child being abused again.
- Record clear concerns and observations, factual statements with dates
- Do not make decisions alone. Consult with someone experienced. If there is no short-term risk, take time to consult thoroughly in order to make a well-informed decision.
- Act on your concerns. Don't leave it to someone else or hope it won't happen again. If you have told the person you believe is responsible for taking action and they do not act, take further action yourself.
- Seek support for yourself. The tasks and situation will be stressful.
- Where abuse may have been perpetrated by a family member or someone close to the family, do not initially inform the family, but ensure that the appropriate person informs them at the appropriate time under guidance from Oranga tamariki.

### **Allegations or concerns about staff**

When there are suspicions or allegations of abuse by a staff member or volunteer, the Manager will take immediate steps to suspend the staff member on full pay and remove them from the environment to ensure that children and the staff member are kept safe. The suspected individual will be excluded from all access to children pending the outcome of a full investigation. We recognise added stress to staff in such situations and will ensure support is available. A template for conducting and reporting the investigation to the Ministry of Education can be found at <https://sexualabuse.org.nz/forms/>

The investigation will seek to establish if there are reasonable grounds to believe that the person has physically ill-treated or abused a child or committed a crime against children; or in guiding or controlling a child, has subjected the child to solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter, or protection (Reg. 56). Where the investigation

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concludes that there are reasonable grounds to believe the allegation, the staff member (or volunteer) concerned will continue to be prevented from having any further access to children pending HR processes for serious misconduct and/or dismissal. The person will be informed fully of their rights.

The person managing the child abuse issue will not be the same person as that managing the employment issue. If there is a need to pursue an allegation as an employer, consult with Oranga Tamariki or the Police before advising the person concerned. In addition, notify the local Ministry of Education office (HS34). Inform the suspected person that they have a right to seek legal advice and provide them with an opportunity to respond. They should also be informed of their right to seek support from the relevant union/representative body. It is vital to follow ordinary disciplinary policies, guided by the employment contract/collective employment contract and relevant statutory obligations. If there is insufficient evidence to pursue a criminal prosecution, then a disciplinary investigation may still be undertaken if there is "reasonable cause to suspect" that abuse may have occurred. The allegation may represent inappropriate behaviour or poor practice by a member of staff which needs to be considered under internal disciplinary procedures.

We commit not to use 'settlement agreements', where these are contrary to a strong culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

Under the Education and Training Act, employers must make a mandatory report to the Teaching Council in certain circumstances. It is the expectation of the Teaching council that an employer will bring an allegation of serious misconduct to their attention **early in the process** and that a conclusive assessment of the circumstances is **not** required by the employer prior to doing this. Failing to make a report is an offence, which carries a fine of up to \$25,000 unless there is reasonable justification.

### **Protected Disclosure**

The Protected Disclosures Act 2000 encourages employees to disclose and report information about serious wrongdoing in the workplace. This Act provides protection for these employees from criminal and legal retribution and outlines the internal procedure to be followed when investigating the matter.

### **When to make a Mandatory Report**

Employers must IMMEDIATELY report to the Teaching Council when:

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

- The Ministry of Education will also be notified.

### **Confidentiality and information sharing**

The Privacy Act 2020 and the Children's Act 2014 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Any person who believes that a child has been, or is likely to be, harmed physically, emotionally, or sexually or ill-treated, abused, neglected or deprived can report the matter to Oranga Tamariki or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them. Child protection information must be shared as soon as possible with the Tamaiti new school or ECE. **Best Practice:** Inform parents of your intention **if it is safe** to do so. However, **parental consent is not required to transfer this information as it will be used to prevent harm to a tamaiti**. Where parents object, the facts should be recorded and note the reasons for your decision to transfer information.

### **Recruitment and employment (safety checking)**

Our prime consideration in employing staff is ensuring they have the skills and attributes which contribute to the children's well being. Safety checking will be carried out in accordance with the Children's Regulations 2015. This will include: identity verification; a police vet; work history; references and an interview as outlined in our **Appointments and Induction Policy**. A detailed evaluation of the information gathered will be undertaken. If there is any suspicion that an applicant might pose a risk to a child, that applicant will **not be employed**. Detailed records of the Safety check will be maintained, including copies of all original documents sighted, for as long as the person is employed by the organisation.

### **Training, supervision and support**

Our reporting process will be regularly reviewed to ensure it is fully understood by all staff. Training, resources and/or advice will be available to ensure that all staff can carry out their roles in terms of this policy, particularly:

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

### **Volunteers and Practicum Students**

- Volunteers/students will be welcome into the Centre subject to safety checking
- At no times will a volunteer or student be left alone with a child or be placed on nappy changing duty.
- Where we rely on a TEO to carry out the safety check for students on our behalf, and we will obtain a letter from the TEO confirming this.

### **Supervision Guidelines**

- Staff working in the Centre are well supervised and visible in the activities they perform with children.
- Parents should perform care-taking tasks only with their own children. Visitors to the Centre will not perform care-taking tasks with children or be alone with them.
- This Centre has established rules about acceptable touching of children, which are discussed regularly with staff and other adults (Social Competence Policy). If a child initiates physical contact in the seeking of affection, reassurance, or comfort it is

appropriate to respond. It is not appropriate to force unwanted affection or touching on a child.

- Physical contact of children during changing or cleansing must be for the purpose of that task only and no more than is necessary. Encourage children to take care of themselves if possible.
- In making physical contact with children, staff should be guided by the principal that they would do so only to meet the child's physical or emotional needs. Touching should never be initiated to gratify adult's needs. Children should not be asked to take care of adult needs, physical or otherwise.
- Except in an emergency, children are not taken from the service without parental approval, which is in writing and noted on their enrolment card.

### **Protection of Staff**

- Greytown Early Years is committed to providing a safe working environment for all our staff and ensuring that employee privacy is protected. We take all reasonable steps to ensure staff safety.
- The Centre will not disclose personal information (including personal address, phone numbers and personal circumstances) of any employee, to any child, parent or member of the public. Information will be kept secure in a locked cupboard in the office and only employees with specific authority will be permitted access to confidential employee information.
- Staff are required to be observant. Any concerns regarding a child (i.e. observation of an unusual behaviour, evidence of injury etc.) must be documented and passed onto the Person Responsible as soon as possible so the appropriate course of action can be determined. Written observations/statements will be retained by the centre as confidential information and kept on file.
- The Person Responsible and other team members should be consulted to make a final decision whether it is appropriate to report any observations to an external agency. Statements and identity will not be revealed by the Centre to any third party (except any agencies required to support the Centre) and only in consultation with the individual or as required by law.
- For the protection of staff who, through the course of their work, are caring for children's bodily needs the following should be noted. All details of care given in respect to children's genital areas must be recorded with date, time and action taken, as soon as possible after the event. This includes: washing genitals (nappy changing and toileting record), applying medication to genitals (medicine form), inspection of genital areas if soreness, itching or injury is suspected (accident record). Teachers are not to be left alone with children where a situation could arise where allegations of sexual abuse could be made.
- **Never photograph a child's ano-genital area, even as a record of your concern.**

### **Preventing Contact, Identifying, and Responding to suspected abuse**

#### **Preventing Contact**

If you suspect someone of child abuse, you must prevent them from coming into contact with any children at your service. You may need to exclude them from your premises (see [Regulation 56\(external link\)](#))



**III-treatment of children**). However, there must be reasonable grounds for doing so. Reg 56 applies to people the service provider employs or engages – it can't be applied to families. If a person is employed or engaged and there is an allegation but no reasonable grounds to support the allegation, then the provider may exclude the individual while an investigation is underway but can't presume the person did in fact ill-treat a child without evidence.

As Reg 56 applies to people service providers employ or engage it cannot be applied to families. People who are unwell could be unwell physically or mentally. If you suspect someone of being physically or mentally unwell in a way that could pose a risk to children, you must prevent them from coming into contact with any children at your service, which may involve excluding them from your premises (see [Regulation 57\(external link\) Health and safety of children](#)):

**Physical or mental unwellness includes:**

- any physical or mental condition that could be dangerous (for example, strange or disturbing behaviour, aggression)
- any infectious or contagious disease or condition (for example, the flu or COVID-19)

**Alcohol / Drugs:**

You must ensure that no adults in your service community are abusing or are under the influence of alcohol or any other substance that has a detrimental effect on their behaviour or ability to function during service hours (including drop-offs and pick-ups). It applies to any adult in your service community, including any adults living in a home where home-based education and care takes place.

**Visitors to the Centre**

The Person Responsible is responsible for ensuring that visitors to the Centre know what adult behaviour is deemed appropriate.

- **Inappropriate touching for visitors is:** hugs, kisses, tickling, stroking, sitting child on knee, carrying children, changing children's clothes.
- **Appropriate touching is:** holding hands (e.g. taking children inside), helping children in or out of a swing, physical removal from potentially dangerous situations.

**Prevention of abuse in the Centre**

- No closed doors on children's toilets.
- Toilet/baby change door to be always open when children are in the room.
- Office door to be kept open if a child is present
- No child is to be in the shed.
- No child is to accompany a solitary staff member on any trip outside the Centre
- Trips to any private home or building are only to be undertaken with more than one staff member and/or adult present.

**Curriculum**

Safety from abuse is part of our education programme. We ensure that children develop respect for their own and others' bodies, minds and spirits. We encourage good self-esteem, awareness of body health, and such concepts as "My body belongs to me" and "I have the right to say no."

## **Protection from inappropriate material**

Teachers will ensure children are not exposed to any inappropriate material, including:

- Mobile phones – locked with a PIN and only used with teacher supervision
- Magazines – teachers will check all magazines before they are placed out for children's use

## **Books:**

Briggs, F. & Hawkins, R. (1997). *Child Protection: a guide for teachers and childcare professionals*. Australia, NSW: Allen & Unwin.

Frederico J. (2008). *Some parts are not for sharing*. USA, OK: Tate Publishing

Hansen D. (2007). *Those are my private parts*. USA, CA: Empowerment Productions

King Z. & King K. (2010). *I said No!* USA, CA: Boulden Publishing

Barden, P. (2013). *I'm the boss of my body*. ISBN: 9780646931968.

Sanders, J (2015). *Body Safety Education: A parents' guide to protecting kids from sexual abuse*. Australia, Victoria: E2E Publishing. ISBN 978-0-9871860-8-9

Sanders J & Zamazing C (2015). *No Means No*. Australia, Victoria: Upload Publishing. ISBN: 978-1-925089-22-6

## **Resources:**

- Booklet: Sexual Abuse SAY NO! Published by Sexual Abuse Education (Rotorua)
- Booklet: Working Together: An inter-agency guide. Oranga Tamariki (2018)
- Booklet: How can I tell? Published by Child Matters (Hamilton) 07 838 3370
- Leaflet: Common and infrequent sexual behaviours in children ages 2-12. Published by Sexual Abuse Education (Rotorua)
- Parent Leaflet: What can you do about child sexual abuse? Sexual Abuse Education
- Leaflet: When a child tells. Sexual Abuse Education (Rotorua)
- Website: [www.sexualabuse.org.nz](http://www.sexualabuse.org.nz)
- Website: [www.safeguardingchildren.org.nz](http://www.safeguardingchildren.org.nz)

## **Contacts**

Oranga Tamariki: 0508 EDASSIST (0508 326 459)

Oranga Tamariki: 0508 FAMILY (0508 326 459)

Police: 111

Use Ten Five (105) to report things that don't need urgent Police assistance.

Special Education Traumatic Incident Coordinator 0800 84 83 26

## **Physical clues to child abuse**

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### **Physical abuse**

- Unexplained bruises, welts, cuts, abrasions
- Suspicious locations include: Face, lips, gums, mouth, eyes torso, back, buttocks, back of legs, external genitalia
- Bruises of different colours in different stages of healing
- Shape of suspicious injuries
- Clustered, form regular patterns
- Teeth marks, hand prints, fingertips
- Imprint of article (e.g. belt)
- Unexplained burns
- Small circular burns

- Immersion burns
- Burns showing a pattern (e.g. iron)
- Rope burns on arms, legs, neck, torso
- Unexplained injuries
- Fractures of skull, facial bones, spine
- Dislocations of hip or shoulder
- Multiple fractures at different stages of healing
- Bald patches resulting from hair pulling
- Any fractures in infants

### **Sexual abuse**

- Unusual or excessive itching or pain in the anogenital
- Torn, stained or bloody underwear
- Bruises, lacerations, redness, swelling or bleeding in the anogenital area
- Blood in urine or stool
- Pain experienced in urination or bowel movement
- Sexually transmitted disease
- Urinary infection

### **Neglect**

- Inappropriately dressed for season or weather
- Is often very dirty or unbathed
- May have severe untreated nappy rash or other persistent skin disorders resulting from lack of hygiene
- Inadequately supervised
- Left with inappropriate care-giver
- Has unattended health problems
- Malnourished
- Inadequate housing
- Non-organic failure to thrive

### **Emotional abuse**

- Bed-wetting or bed soiling
- Frequent psychosomatic complaints
- Non-organic failure to thrive
- Appears pale, emaciated, has sunken cheeks
- BMI extremely low (e.g. wrinkled buttocks)
- Dehydration (skin may feel like paper)
- Prolonged vomiting or diarrhoea
- Falling behind significant milestones
- Malnutrition
- Dressed differently to, or has deprived physical living conditions to, other children in the family

### **Non-organic failure to thrive**

Non-organic failure to thrive has traditionally been regarded as due primarily to maternal rejection and neglect. However, a more balanced view of the mother-child relationship should be taken. The basis on which intervention is made should be direct observation of the parent and child relationship in as many different environmental contexts as feasible, especially during feeding.

### **Behavioural clues to child abuse**

### **Physical abuse**

- Cannot recall how injuries occurred
- Offers inconsistent explanations
- Is wary of adults or of a particular individual
- May cringe or flinch if touched
- May display a vacant stare or frozen watchfulness
- May be extremely aggressive or extremely withdrawn
- Indiscriminate affection-seeking behaviour
- Extremely compliant or eager to please
- Tries to protect parents or caregiver
- Acts out negative behaviour or language in play
- Frequently provokes punishment
- Dressed inappropriately to hide bruises or other injuries
- Afraid to go home
- Describes abusive situations
- Regressive behaviour
- General sadness
- Could have vision or hearing delay
- Is aggressive to animals or other children

### **Sexual Abuse**

- Age-inappropriate sexual play with toys, self, others, e.g. demonstrates explicit sex acts
- Age-inappropriate sexual drawings or descriptions
- Unusual or sophisticated sexual knowledge
- Refuses to go home, or to another's home for no apparent reason
- Discloses or describes sexual activity or hints at it
- Comments like "I've got a secret" or "I don't like uncle"
- Fear of certain people
- Fear of certain places (bathroom, bedroom)
- Regressive behaviour

### **Neglect**

- Developmental lags, possible global delays
- Demonstrates lack of attachment to carers
- Demonstrates indiscriminate attachment to other adults
- Is left at home alone or unsupervised
- Demanding of affection or attention
- May steal food
- Has a poor social skill
- Has no understanding of basic hygiene
- Discloses

### **Emotional abuse**

- Developmental lags, possible global delays
- Depression, anxiety, withdrawal or aggression
- Self-destructive behaviour
- Overly compliant
- Displays extreme attention-seeking behaviour
- Extreme inhibition in play
- Models negative behaviour in play (spanking, yelling at dolls)
- Frequent psychosomatic complaints
- Nightmares, poor sleep patterns
- Antisocial behaviour
- Lack of self-esteem
- Obsessive behaviours
- Appears generally sad

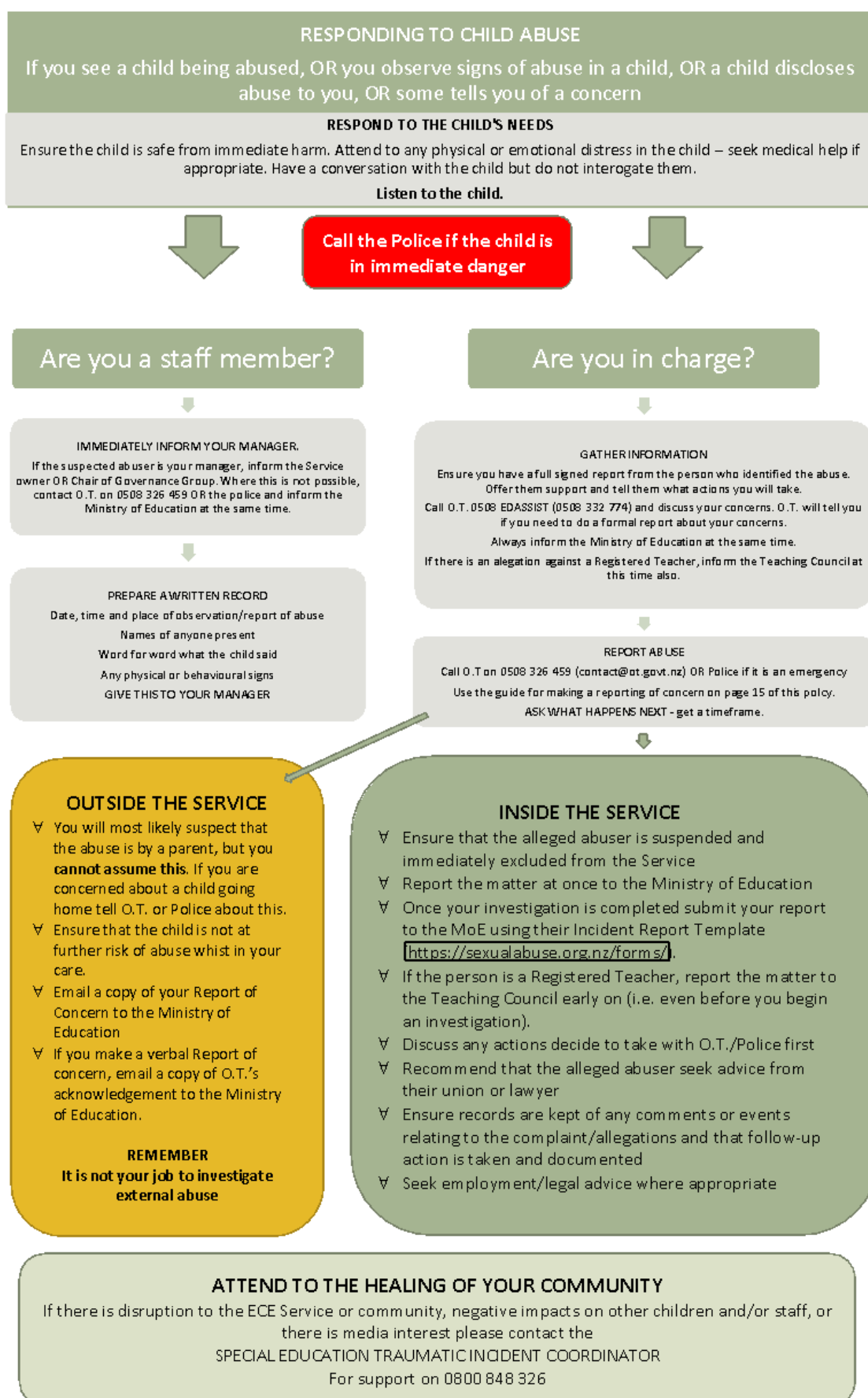
## **References**

- Education (Early Childhood Services) Regulations 2008 **56**
- Licensing Criteria for Early Childhood Education and Care Centres 2008 (as amended Sep 2022) **HS31 HS32 HS33 HS34**
- Appointments and Induction Policy (2.2)
- Nappy Changing and Toileting Policy (4.12)
- Oranga Tamariki Act 1989
- Children's Act 2014
- The Privacy Act 2020

## **Appendices:**

- 4.8A Incident record template
- 4.8B Responding to Child Abuse Flowchart
- 4.8C Indicators of Abuse and Neglect
- 4.8D Risk Factors of Child Abuse
- 4.8E Safety Checking Procedure

## Appendix 4.8B: Responding to Child Abuse





# Appendix 4.8A: Record of Incident or Allegation

<b>Strictly Confidential - Record of Incident or Allegation</b>	
<b>Full Names of Tamariki:</b>	
<b>Date:</b>	<b>Time:</b>
What happened, or was alleged? (Be clear, use anatomical words);	
How did the teacher manage the behaviour/situation?	
How did the tamaiti/tamariki respond?	
What action was taken?	
Staff Involved:	
Notetaker Full Name:	Notetaker Signature:
Date:	Follow-Up Required? Y / N