

Tyndale Park Christian School Child Safety Policy

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Tyndale Park Christian School is committed to creating a safe and supportive environment for children and young people. We recognise that children and young people have the right to learn in a healthy environment, without violence and fear. For that reason, child safety is extremely important at Tyndale Park Christian School. Because of their day to day contact with individual children and young people, particularly during the school terms, teachers and other school staff are well placed to observe the outward signs of abuse or changes in behaviour in the children and young people.

Purpose

An effective whole-school child safety and protection policy is one which provides clear direction to staff and others about prevention of illness, prevention and treatment of sickness, the physical safety of children and young people and also the expected behaviour when dealing with child protection issues, as stated in the Children's Act 2014.

The purpose of this Child Protection Policy is to set a clear protocol of action and a framework for our responsibilities and legal duties in relation to each child or young person's vulnerability and protection. This policy will ensure a consistent and effective response in the event of any concern for a child's welfare and to support any child or young person at Tyndale Park Christian School.

This policy explains Tyndale Park Christian School's commitment, demonstrating new ways of working to foster joint responsibility for all children and young people and all related procedures in the Tyndale Park Christian School Teachers' Handbook are to be interpreted with this policy as their foundation.

Scope

As an educator of children and young people aged 5 years and older, this policy applies to:

- All students, employees, volunteers, contractors and visitors of Tyndale Park Christian School

Tyndale Park Christian School takes seriously its responsibility to protect and safeguard the welfare of children and young people in its care. It is the statutory responsibility of Tyndale Park Christian School to have policies and procedures in place that safeguard and promote the welfare of children and young people who are students in our organisation.

There are four main elements to our child protection policy:

- **Alertness, awareness, attention, and early detection** of signs of physical and emotional sickness, illness, abuse, discomfort, and anti-social behaviour
- **Prevention** through the creation of a positive school atmosphere and the teaching and pastoral support offered to students

- **Protection** by following agreed procedures, e.g. police vetting and renewing police vets every three years, and ensuring staff are trained, e.g. proper physical restraint procedures and how to handle suspected abuse, and supported to respond appropriately and sensitively to child safety and protection concerns
- **Support** to students who may have been abused

Policy Statement

Tyndale Park Christian School is committed to providing support, care and protection to students in its care. This commitment is based upon the understanding that most vulnerable and at-risk children may be known to, or have contact with, staff at Tyndale Park Christian School and who may be in a position to help or intervene to protect a child or young person.

Tyndale Park Christian School ensures that any actions taken in respect of actual or suspected child abuse or neglect are guided by Child Protection Policy and Procedures, under section 15 of the Vulnerable Children's Act 2014. This includes sexual exploitation and helps those children and young people who are identified as vulnerable, to ensure they get help early to prevent child abuse or neglect occurring.

We recognise that for our students' good health, high self-esteem, confidence, supportive friends, and clear lines of communication with a trusted adult, leading a healthy and happy life and preventing abuse are helped by a trusted adult help to leading a healthy and happy life and prevent abuse. Our school will therefore:

- Establish and maintain an environment where students feel safe and secure and are encouraged to talk and are listened to;
- Ensure children and young people know there are adults within the school who they can approach if they are worried or are in difficulty.

Our Responsibility

Tyndale Park Christian School takes responsibility for the well-being and protection of children by ensuring the organisation has the information, tools and support to be able to

- Ensure the safety and wellbeing of children and young people is at the forefront of all we do and provide
- Have a workable and robust child protection policy and procedures
- Provide child protection guidance and support to staff when needed

What we will do:

- Ensure a culture of child protection and that we comply with the Vulnerable Children's Act 2014 requirements, especially regular safety checks of children's workers in accordance with the Act
- Have a designated person for child protection in every workplace

- Review this policy and any operational procedures annually, or after an incident or sentinel event, for role modelling and supporting a quality improvement culture
- To respond to instances of suspected, disclosed or discovered abuse
- To implement programmes which promote safety and well-being
- To provide students with the skills and resources to disclose safely
- To provide staff training aimed at helping teachers to recognise signs of possible abuse, physical and emotional
- To establish procedures to assist those reporting or supporting cases of abuse, to act appropriately

Procedures

- Staff must be kept informed about child protection responsibilities and procedures through induction, briefings and awareness training.
- All accidents shall be recorded in a Health and Safety Incident Report Spreadsheet. The approach involves identifying risks, then taking steps to eliminate or minimise these risks.

Physical Restraint Policy - Updated 2023

Rationale

To act in accordance with the Education and Training Act 2020 and the 2023 Education (Physical Restraint) Rules for Registered Schools in New Zealand. The board is committed to a supportive and caring school environment where all students and staff are kept safe from harm and treated with dignity.

Except as authorised under this policy, no staff member may use any form of physical restraint on our students. Our principal, teachers, and board-authorised staff members can only physically restrain a student as a last resort where:

- the use of physical restraint is necessary to prevent imminent harm to the student or another person,
- there is a reasonable belief that there is no other option available in the circumstances to prevent the harm and
- the physical restraint is reasonable and proportionate to the circumstances.

Delegations

The board delegates to the principal the responsibility for

- developing and implementing procedures and practices to prevent, plan for, and respond to student distress that meet the requirements of the Education (Physical Restraint) Rules 2023 and its amendments (“the 2023 Rules”) and
- recommending eligible non-teaching staff to the board for authorisation to use physical restraint according to the requirements of the 2023 Rules.
- Only the board can authorise non-teaching staff members to use physical restraint.

Expectations: All staff subject to this policy are trained to confidently apply prevention and de-escalation strategies, thereby limiting the need to physically restrain a student in accordance with the 2023 Rules and the relevant guidelines.

Board

The board requires:

- compliance with the 2023 Rules and
- an evidence-based assurance from their principal that this policy is being followed.

Principal

The principal shall ensure:

- the implementation and compliance of this policy, including the completion of best practice training by all staff who are authorised to use physical restraint,
- operational compliance with the Education and Training Act 2020 and the 2023 Rules,
- all physical restraint incidents are immediately reported at the next board meeting,
- the board is informed of all relevant information (risks, trends, and impacts), and
- the board has authorised all non-teaching staff who may use physical restraint on a student.

Monitoring

The principal shall report to the board:

- on compliance, or the actions being taken to ensure compliance with this policy, the legislation, the 2023 Rules on reducing student distress and the use of physical restraint, and
- at every board meeting, all incidents, matters, or risks relating to this policy are discussed, ensuring that the non-identification and privacy of individual students are maintained.
- The board shall monitor the use of physical restraint, looking for trends and any action that could be taken at the governance level to support reducing such incidents.
- Any staff member who uses physical restraint must complete a staff physical restraint incident report. The principal will place a copy of the form in the student's file and provide a copy to the student's teacher (s), parents, and/or caregivers.

Keeping Records

- The school will keep written records of every instance of physical restraint of a student that is carried out under section 139AC of the Act.
- Each record must be kept/archived for at least 10 years.

Training and support for Staff

- The principal will support and train teachers and authorised staff members.
ESL login for registered teachers – online training updates from MoE.

Definitions: As defined in the Education and Training Act 2020

Physical restraint is using physical force to prevent, restrict or subdue the movement of a student's body or part of the student's body against the student's will.

Harm means harm to the health, safety, or well-being of the student or another person, including any significant emotional distress suffered by the student or the other person.

An authorised staff member is an employee of a registered school who is trained and authorised by the employer to use physical restraint in accordance with Section 99 of the Act.

Legislation

[Education and Training Act 2020](#) (Sections 99-101), Education (Physical Restraint) Rules 2023, [Health and Safety at Work Act 2015](#).

Physical Restraint Procedure - New in 2023

Rationale

To act in accordance with the Guidelines for Registered Schools in New Zealand on the use of Physical Restraint, August 2018. To ensure that students and staff are protected when / if physical restraint is necessary.

- To provide guidelines for using physical restraint when it is seen as a last resort.
- If necessary, identify authorised staff members (who are not teachers) who can use physical restraint.
- To record any incidents of physical restraint and provide for debriefing of these incidents.

Authorisation of staff members who are not teachers

- A non-teacher employee must be "authorised" and have received specific training to use physical restraint (in accordance with section 139AC of the Act)
- Every "authorisation" must be in writing
- The principal must give the employee a copy of the "authorisation" that includes the details of the "plan" for the student for whom they have the "authorisation".
- The principal may revoke an authorisation (in writing) at any time.

Notifying the use of physical restraint

- Tyndale Park Christian School will ensure parents or caregivers are notified if physical restraint is an element in a student's Individual Behaviour Plan (IBP)
- An IBP must include an explanation of how physical restraint will be applied in accordance with the Guidelines.

- The school will ensure parents or caregivers are notified as soon as possible about any incident of physical restraint, including how it was managed in accordance with the Guidelines.

Monitoring the use of physical restraint

The Principal / Head Teachers will take appropriate steps to ensure that:

- For any student who has been physically restrained and any staff member who has used physical restraint, their physical and psychological wellbeing is monitored following an incident of physical restraint.
- The principal will analyse the records kept under clause 9 to identify trends.
- The principal must check that documentation about each incident is complete.

Reporting on the use of physical restraint

1. The principal will report every incident of physical restraint to the Ministry of Education using the form required (Appendix 1).
2. Any staff member who uses physical restraint must complete a staff physical restraint incident report. The principal will place a copy of the form in the student's file and provide a copy to the student's teacher(s), parents, and/or caregivers.

Keeping Records

- The school will keep written records of every instance of physical restraint of a student that is carried out under section 139AC of the Act.
- Each record must be kept/archived for at least 10 years.

Training and support for Staff

- The principal will support and train teachers and authorised staff members.

Reporting Child Abuse

Tyndale Park Christian School has an obligation under the Acts to report any matters of child abuse. If any staff members are sufficiently concerned, they must immediately contact the principal or the delegated authority. For the purpose of this policy, abuse may be defined as in Section 2 of the Children, Young Persons and their Families Act 1989, namely:

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

Procedure

1. Fill in the Suspected child abuse form (see next page) with what kind of abuse and the reason.

2. Evaluated by the principal/school manager (or nominated staff member), and appropriate staff. Will follow guidelines as per page 3.
3. No decision is to be made by a single person.
4. If the principal/school manager and the consulted staff think there is an actual case of abuse, they can decide to contact the relevant child protection agency.
5. If they think there is no case of child abuse, the fact is recorded (dated and signed) in the child's folder.

Suspected child abuse form

Teacher: Use this form in case child abuse is suspected. There is no need to ascertain the facts, do not interview the child, do not keep electronic records (including email) of such cases.

Name of teacher:

Date:

Name of child:

Form of abuse

- ☐ Physical abuse.
- ☐ Sexual abuse.
- ☐ Emotional/psychological abuse, e.g. family violence, exposure to illegal activities, rejection.
- ☐ Neglect, e.g. medical neglect, abandonment, neglectful supervision.

Reason why you think this is the case:

Reviewed by (two persons required):

School manager:

Date:

Staff member (different than above):

Result

Tick what is appropriate:

- ☐ We, the reviewers, were satisfied that no evidence was presented to indicate that further steps were needed.
- ☐ We have referred the case to the appropriate authorities

This form should be stored in the child's folder. Do not store electronic copies of this form.

Guidelines to be followed by reviewers

The school will not accept any form of abuse of children.

Where a staff member has reason to suspect a child may have suffered or be suffering from abuse, the principal or manager must be appraised. Staff should be alert to indicators of abuse, and in particular accept without interrogation any report of abuse, whether reported by a child or adult. Staff are required to discuss with the principal (or, if judged more appropriate, with a senior staff member) any reports given to them or concerns they have of abuse or the possibility of abuse.

In particular, the following should be promptly reported to the principal:

- any bruises or injuries that cannot be reasonably explained or are hidden by the pupil
- unusual introspection or withdrawal
- inappropriate discussion or writing about death, suicide, or horror
- unusual discussion or knowledge of sexual issues, particularly in younger children

Child abuse, which may be instigated by adults or other children, is an insidious evil, and we have a clear duty to protect and help children who may suffer abuse. There are two clear dangers: the first, of not recognising or accepting that abuse has taken place; and secondly, of forming a false view that abuse has taken place when in fact it has not. It is consistent with our Christian duty and a necessary legal responsibility to report to the Principal any concerns about possible abuse while suspending judgment.

Under no circumstances are staff to discuss concerns with any adult (including parent or other staff member) who may have abused a child. If abuse has occurred, such an approach is very likely to expose the child to significant further risk, inhibit proper investigation and resolution of the situation, and jeopardise any legal process that might be appropriate. It is also of great importance, both for the nurture of the child and possible forensic requirements, that students are not interviewed by staff about any possible problems or abuse.

Staff do not need to make any judgment about whether abuse has occurred. When concerns or observations are reported to the principal, he will discuss concerns and procedures with appropriate staff members. As well as directing staff on the course of action to be taken, the principal will take appropriate steps to monitor the situation, report concerns, or enter into discussions with an appropriate Police Officer or Social Worker.

Where abuse is reported to have happened or possibly happened, the school will discreetly take the following actions:

1. The dignity and privacy of all those involved will be respected.
2. We will provide appropriate support and guidance within our Biblical mandate for any child involved.

3. During any inquiry and until the complaint is resolved or the inquiry satisfactorily completed, every reasonable step will be taken to ensure the parties involved are properly supervised and, if appropriate, separated while at school.
4. Such inquiries and consideration of information as is appropriate to determine what further action should be undertaken, including the taking of legal advice and/or the guidance of appropriate specialists;
5. Abuse by a pupil may be considered as grounds for suspension or expulsion; abuse by a staff member may be considered as grounds for suspension or dismissal.

This school develops close relationships within its school community: staff, parents and pupils enjoy a bond of fellowship arising not only from our educational activity but also from our Christian faith. When issues of child abuse occur, significant conflicts of care and interest may arise that cannot be resolved by the school or its staff attempting to provide ongoing care and guidance for all parties. The immediate and ongoing safety of pupils will be a priority.

At the same time, the school has a duty to all its pupils, its employees, and its parents, to ensure that Christian compassion and due process associated with biblical justice are accorded to all who come under suspicion or investigation. Whereas in most matters of tension and difficulty, staff, parents, and pupils can utilise the network of fellowship God has established within the school, where a conflict of interests of this sort arises, that network of fellowship cannot be used. Each party must secure its own pastoral care and legal counsel. The school will advise each adult party aware of possible involvement to secure their own help, in particular legal advice. It will also assist in securing appropriate counsel and legal representation for any involved child.

Definitions

Child	Individuals aged 3 to 13
Young Person	Individuals aged 14 to 19
Bullying and Cyberbullying	Bullying is behaviour that hurts someone else, such as name-calling, hitting, pushing, spreading rumours, threatening or undermining someone consistently. It can happen anywhere, i.e. at school, at home or online. It's usually repeated over a long period and can hurt a child/young person both physically and emotionally. Bullying that happens online, using social networks, games and mobile phones, is often called cyberbullying. A child/young person can feel like there is no escape because it can happen wherever they are, at any time of day or night.
Child abuse and neglect	The harming (whether physically, emotionally or sexually), ill treatment, abuse, neglect or deprecation of any child or young person.
Physical abuse	Any behaviour or action that inflicts physical harm to a child or young person, which can include unexplained bruises, welts, cuts and abrasions, unexplained fractures and dislocations, burns, or fabricated illness such as Munchausen by proxy.
Sexual abuse	Is any act where an adult or a more powerful person uses a child or young person for a sexual purpose. This can be direct contact or exposing children to adult materials.
Emotional abuse	Any act or omission that results in impaired psychological, social, intellectual and or emotional function and development of a child or young person.
Neglect	Any act or omission that results in impaired physical/emotional functioning, injury, and/or development of a child or young person.
Physical neglect	Not providing the necessities of life.

Legislation

- Children's and Young People's Well-being Act 1989
- Children's Act 2014
- Education and Training Act 2020
- The Education (Physical Restraint) Rules 2023

Resources

- The Education (Physical Restraint) Rules 2023
- [Children's Act 2014 requirements for schools and kura](#)
- [Vulnerable Children Act 2014: A practical guide for Early Childhood Education Services, Ngā Kōhanga Reo, Playgroups, Schools and Kura](#)
- Section 2 from the Tyndale Park Christian School Teachers' Handbook
- [Principal's Comprehensive Procedure Manual](#)
- [Secretary's Comprehensive Procedure Manual](#)