

SEXUAL, PHYSICAL & EMOTIONAL ABUSE

RATIONALE

Aorangi School will safeguard the physical and emotional safety of children and ensure that it meets its obligations with regard to child abuse.

PURPOSE

- To ensure that the safety of the child is paramount.
- To provide procedures for dealing with cases of suspected abuse or neglect.
- To provide guidelines as to which help agencies will be used, interview procedures and how parents and caregivers will be informed.

GUIDELINES

1. Staff will be receptive and sensitive to children so that children feel listened to and believed.
2. The school will use the most appropriate agency to deal with suspected abuse cases.
3. In the case of a report from a third party to the school, the first course of action will be for the school to direct the third party to a help agency without becoming involved. The school may be involved at a later date.
4. Parents will be informed except where the student's welfare is likely to be threatened.
5. The agency involved in these cases will be responsible for informing parents as they have the skills to handle the situation in the most appropriate way to support the child.
6. A staff member who suspects an abuse case must consult the Principal, who will take appropriate action.
7. Whenever an interview is held with a child, an adult on the staff whom the child has confidence in, should be present.
8. The confidentiality of any informant will be maintained.
9. Staff should be aware of the indicators of abuse.

CONCLUSION

Children at risk through abuse will have their concerns addressed in a sensitive manner and with dignity and respect.

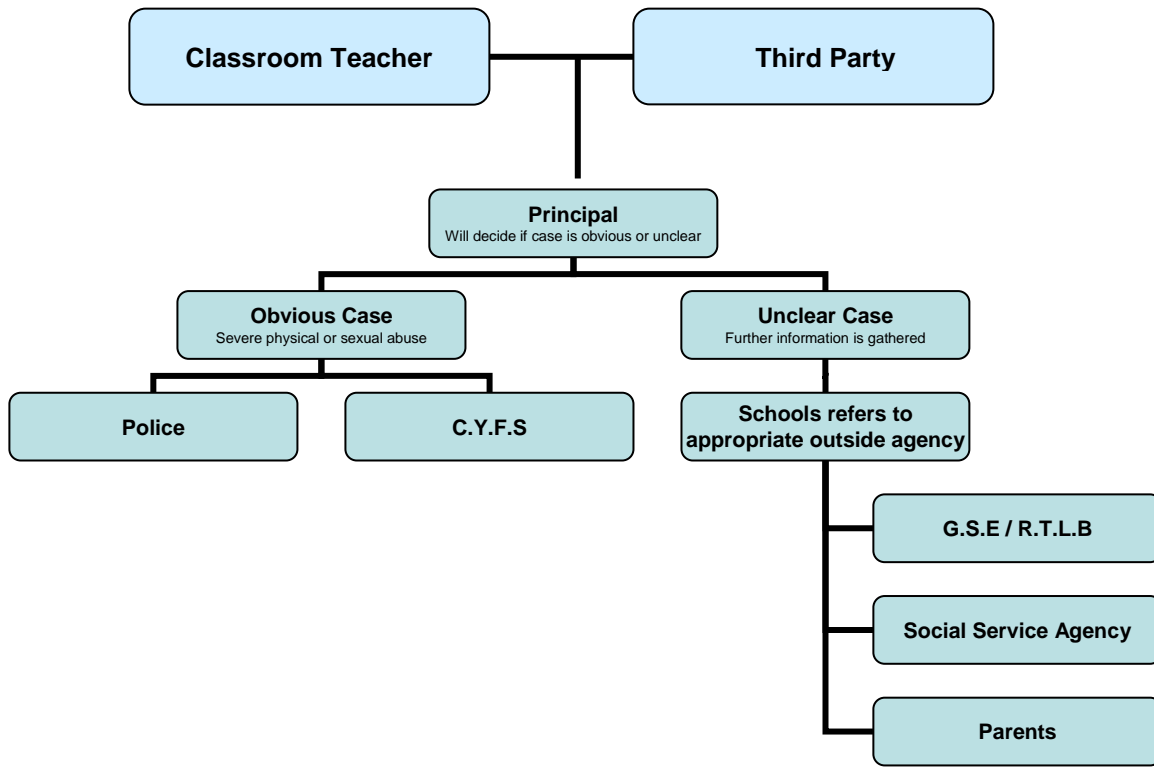
Approved **Board of Trustees Meeting** _____ / _____ / _____

Signature of Chairperson _____ / _____ / _____

Signature of Principal _____ / _____ / _____

PROCEDURE FOR REPORTING

The welfare of the child must be first priority



N.B

Any adult on staff who is present at an interview with a child may be required to give evidence in Court in the event of a defended hearing.