



## SAFEGUARDING AND CHILD PROTECTION POLICY



Safeguarding You  
to Safeguard Children

Developed with  
support from



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## 1. Our Commitment to Safeguarding

We believe safeguarding is a shared responsibility and one we take seriously. We want to make certain our children and young people involved in golf can thrive and flourish in a safe environment that encourages their participation and belonging, making sure their experiences of golf are positive. To support us in developing our safeguarding culture, we have developed this policy with support from New Zealand Golf and Holistic Safeguarding.

We believe having a strong safeguarding culture helps to prevent risks and protect our children/young people, our workforce and our club. This policy represents our expectations in aiming to ensure any person(s) facing vulnerability, adversity and/or abuse is supported and protected.

## 2. Policy Scope

This policy is applicable to all our staff, for clarity we define staff as being any person serving on behalf of the club or under the club's name/branding, irrelevant of whether they are in a paid, voluntary or contracted position.

We recognise a child or young person as someone aged from 0-18 years (up to their 18<sup>th</sup> birthday), who is not married or in a civil union.

This policy encompasses all our provisions and environments. Our environments include all physical internal facilities (e.g. club buildings, etc), ICT (Information Communication Technology) and online engagements and our grounds (e.g. golf course, etc.).

## 3. Our Principles

Whilst not exclusive, some of our principles applicable to this policy include:

- Regarding safeguarding as a shared responsibility.
- Maintaining and developing a safeguarding culture that serves all, young people, staff and the club.
- We are legislatively compliant and where possible promote best practice.
- Our safeguarding commitment is reflected in our actions, activities and staff.
- Promote a consistency of practice by staff having clear guidance on expectations and processes.
- We are child focused and centred in our youth engagements, practice and services.
- We are inclusive and value diversity supporting everyone in reaching their golfing potential.
- We support the golf sector in making sure golf is a sport protecting children and young people from maltreatment, whether internal or external to the golf environment.



## 4. Legislation

### Children Act 2014

In accordance with the Children Act 2014:

- We hold this Safeguarding and Child Protection Policy and as a minimum ensure it is available on our website.
- We operate to required workforce safety checks and where possible implement best practice. These checks include risk assessment and police screening (initial and refresher checks) elements.
- We review this policy and all police checks within a maximum every 3 years.
- Staff are supported in expectations to identify, respond to and report/refer welfare concerns relating to vulnerability, abuse and/or neglect and/or allegations against staff.

In accordance with the Children Act 2014 we also note 'contact' as encompassing:

- Physical contact;
- Oral communication (in person or by phone);
- Communication through any electronic medium, including by way of writing or visual images.

### Harmful Digital Communication Act 2015

The Harmful Digital Communications Act (HDCA) aims to deter, prevent and lessen harmful digital communications. Digital communications are any form of electronic message, including texts, emails, photos and recordings. The HDCA has 10 communication principles, which say a digital communication should not:

1. Disclose sensitive personal facts about a person
2. Be threatening, intimidating or menacing
3. Be grossly offensive
4. Be obscene or indecent
5. Be used to harass a person
6. Make a false allegation
7. Break confidences
8. Incite or encourage anyone to send a deliberately harmful message
9. Incite or encourage a person to harm themselves or commit suicide
10. Denigrate a person's colour, race, ethnic or national origins, religion, gender, sexual orientation or disability.

### Health and Safety at Work Act 2015

Our duty of care means we have the primary responsibility for the health and safety of our staff and any others who may be influenced by our work.

For children/young people enrolled in our programmes and/or services our duty of care includes protecting any person from any unnecessary risk of harm. All possible care must be taken to ensure everybody's wellbeing and safety is met, ensuring we act without negligence.

For children and young people in our care we also recognise the parental duty of care is passed from the parent/guardian to us, when a child/young person is engaged within our youth services and that service is being provided independently from the parent/guardian's supervision.

### Oranga Tamariki Act 1989

Section 2, Oranga Tamariki Act 1989 defines child abuse as:

"....the harming (whether physically, emotionally, sexually), ill treatment, abuse, neglect or deprivation of any child or young person".





## Privacy Act 1993

### Section 6, Privacy Act 1993 – Principle 11 - Limits on disclosure of personal information:

An agency that holds personal information shall not disclose the information to a person or body or agency unless the agency believes, on reasonable grounds..., that the disclosure of the information is necessary to prevent or lessen a serious threat to:

- Public health or public safety.
- The life or health of the individual concerned or another individual.

## Summary Offences Act 1981

### Section 10B – Leaving a child without reasonable supervision and care

We recognise our legal supervision requirements when holding parental duty of care for a child under the age of 14 years include ensuring that child is supervised and supervision is reasonable in regard to capabilities, time and circumstances.

## 5. Inclusivity

We strive for an inclusive environment, one where everyone has the opportunity to reach their golfing potential. We are committed to providing opportunities for all to grow and our staff are expected to welcome and value our differences across all areas of diversity. In addition to upholding New Zealand legislation supporting diversity, we are also passionate in recognising and upholding Child and Human Rights.

### United Nations Convention on the Rights of the Child 1989 (UNCRC)

The UNCRC is a human rights treaty that is a legally-binding international agreement setting out civil, political, economic, social, health and cultural rights of every child, regardless of their race, religion or abilities.

New Zealand ratified the Convention on 6 April 1993. This means the NZ Government has agreed that the best interests of the child must come first where decisions, laws or services involve children. It acknowledges that every child has basic fundamental rights which include the right to:

- Life, survival and development.
- Protection from violence, abuse or neglect.
- An education that enables children to fulfil their potential.
- Express their opinions and be listened to.

### Human Rights Act 1993

The Human Rights Act governs the work of the New Zealand Human Rights Commission. The Human Rights Act outlaws discrimination on the basis of:

- |                                            |                              |                      |
|--------------------------------------------|------------------------------|----------------------|
| ▪ Sex (including pregnancy and childbirth) | ▪ Colour                     | ▪ Age                |
| ▪ Marital status                           | ▪ Race                       | ▪ Political opinion  |
| ▪ Religious belief                         | ▪ Ethnic or national origins | ▪ Employment Status  |
| ▪ Ethical belief                           | ▪ Disability                 | ▪ Family Status      |
|                                            |                              | ▪ Sexual orientation |

### 5.1 Playing Golf Together

Golf is truly an inclusive sport, a sport that can serve all and holds no diversity restrictions. Golf helps our physical and mental health, as well as our social development. We are proud to have an inclusive culture that advocates the mixing of individuals and groups. This is maintained by our Code of Conduct and advocating safe and responsible interactions between peers (young person to young person) and adults (adults to children/young people). Should any practice differ from our expectations, we strongly encourage you to inform a staff member and/or your Manager.



## 6. Child and Young Person Engagement

We are trusting that Parents/Guardians will support us in safeguarding their and other children/young people. We aim for our service information to reflect –

- All parents/guardians enrolling children/young people on services will be required to complete a registration form, which must include their emergency contact details and an alternative emergency contact.
- We keep the personal details of all young people securely on file.
- We do not share personal information with any third party without parental/guardian consent. The only exception would be if there was a wellbeing concern and parental consent was unavailable or withheld; the sharing of information would then be in accordance with our child protection procedures and the Privacy Act 1993 requirements.
- Any service provisions that may require staff working 1-1 with a child/group of children/young people.
- Unless reflected within our registration form, we will require additional parental/guardian consent for:
  - The capturing and use of any imagery (photos or videos) and additional consent if this imagery is to be accompanied with identifying information (e.g. possible media coverage, etc.).
  - When we are responsible for transporting any children/young people.
  - If required, for staff to contact the child/young person directly via ICT communication regarding their golfing activities/arrangements.
- With limited facilities children may be required to share some facilities with other members/visitors e.g. changing rooms. If a parent/guardian requires their child is supervised during this time, this would have to be managed by the parent/guardian directly.
- Parents/guardians supporting us with implementing our safeguarding culture.

### 6.1 Supervision

#### 6.1.1 Our Supervision of Children/young People

Where possible we aim to work to a minimum of 2 staff being present when we are delivering child/youth services. Where this is not possible, the following safeguards are utilised:

- Provisions that may require 1-to-1 staff to child/group of children working, are reflected in our service information.
- Where possible all our provisions are in the line of sight of other adults.
- Parents may be encouraged to stay when the children are of an age where greater levels of supervision are required.

#### 6.1.2 Parent/Guardian Supervision of Children Young People

Unless under our care by being registered for and accessing one of our child/youth services, we cannot accept supervisory responsibilities for children/young people. Parents/guardians are required to ensure they have appropriate supervision plans in place. In accordance with New Zealand legislation, all children under 14 years require appropriate supervision, this may be by a person's 14 years or over.

When a parent/guardian is late in collecting their child, the following procedures will apply:

- The young person will be encouraged wait with/in the line of sight of a staff member.
- Attempts will be made to contact the parent/guardian.
- If unsuccessful, the alternative emergency contact will be contacted.
- If all attempts to make contact fail, we may be required to contact the police for their advice and assistance.



## 7. Safe Workforce

There is a requirement for all staff and others associated with our club to understand the important responsibility they have to:

- Protect children, young people and adults from all forms of known or suspected abuse and/or neglect.
- Be alert to incidents of possible abuse and/or neglect occurring outside the scope of our services and environments that may have an impact on the children and young people to whom we provide a service.
- Create and maintain a safe culture that is understood, endorsed and put into action by all who work for, volunteer or access our programmes, services and facilities.

### 7.1 Safer Recruitment

Our safer recruitment is inclusive of both risk assessment and police screening processes. It is to be undertaken:

- In accordance with all our recruitment and selection policies, procedures and guidance.
- For any person:
  - Engaged by us as a paid contracted children's worker.
  - Undertaking unpaid work that is undertaken as part of an educational or vocational training course.
  - Employed (paid position) or as a Volunteer or as a Contractor.
- Safer recruitment processes incorporate both risk assessment and police screening elements. All must be undertaken for safer recruitment to be considered complete.
- All offers of employment are subject to a satisfactory police screen.
- Police screening is to be completed prior to any employment or engagement that involves contact with or operating around children and young people commencing.

**Omitting or ignoring any of our safer recruitment due diligence requirements will be reviewed as serious misconduct and may result in disciplinary action, up to and including dismissal.**

### 7.2 Risk Assessment Processes

We ensure our safer recruitment risk assessment processes enable a thorough checking of an applicants' suitability for the role, responsibilities and to be in contact with children, young people and their families. Key processes include:

- All position adverts reflect us as adopting safer recruitment processes.
- All positions are based against a formal Position Descriptions.
- An Application Forms (CV's may accompany an application form).
- Interview processes that include safeguarding components.
- Identification verification and verification of right to work in New Zealand.
- Verification of qualifications, certificates and registrations (if applicable).
- References and verification of references.





### 7.3 Police Screening

We value support structures such as police screening. However, we also recognise any background check is only as suitable as the day it was completed. Therefore, in addition to police screening upon appointment, we will also renew our staff police checks at a maximum every 3 years.

- Police screening is to be completed prior to any employment or engagement commencing.
- Police checks conducted under the Children Act 2014, are exempt from the Criminal Records (Clean Slate) Act 2004).
- All applicants must inform those managing their recruitment, at the time of recruitment, of any criminal conviction(s) or charge(s) that are pending and/or any past convictions.
- Upon employment and/or at any time during employment and/or engagement, the applicant must inform their Manager or the next most senior person directly, of any criminal conviction(s) or charge(s) that are pending and/or any past convictions not previously disclosed.

### 7.4 Negative Results

- If a police record check reveals a history or any criminal conviction(s) that is unsatisfactory or that has failed to be declared by the applicant during any stage of recruitment, the matter may be discussed with the applicant and a determination will be made as to the appropriate course of action.
- In certain circumstances, if the police check is unsatisfactory or if the applicant has provided fraudulent information or failed to declare relevant information, an offer of employment will not be made.
- Likewise, if an employee has an unsatisfactory police check result or if the employee has provided fraudulent information or failed to declare relevant information their employment could be terminated immediately.

### 7.5 Renewed Police Screening

- In accordance with the Children Act 2014, we will renew staff police checks as a maximum every 3 years from appointment date.
- Additionally, we can at any time conduct a police check on a workforce member because of the nature of the club/organisation, the individual's work and/or changes in their position that require a revised police check.
- For a police screening check result that holds offences; for those that *do not meet* the Children Act 2014 Schedule 2 Specified Offences (which require Ministry exemption), we will take into consideration the below factors when making decisions regarding workforce suitability:
  - The applicant's openness and honesty throughout the recruitment process;
  - Any police screening advice, guidance and/or recommendations (if applicable);
  - The seriousness of the offence;
  - The age of the individual at the time;
  - Offence timeframes;
  - Any mitigating circumstances and/or influencing societal conditions relating to the offending and/or timeframe;
  - The probability of risk relating to the same or similar behaviour reoccurring;
  - The individual's commitment to rehabilitation and changing their perspectives and behaviour in question.

## 7.6 No Settlement Agreements

We commit to not using 'settlement agreements' where these are contrary to a culture of safeguarding. Should a staff member resign or cease to provide their services to us, this will not prevent any staff concern and/or allegation that has been received against them from being investigated in accordance with our safeguarding policies and procedures.

It is important for all involved that every effort is made to reach a conclusion in all cases of staff concerns and/or allegations bearing on the safety or welfare of children and/or young people, particularly when the person concerned may have continued access to children and/or young people outside of our setting and/or the golf sector.

## 8. Safeguarding Roles and Responsibilities

Whether staff are in direct or indirect child/young person facing positions, in the world of golf, we regard safeguarding as a shared responsibility. This means responsibilities are across everyone involved in the club, the clubs provisions and advocated across the golf sector as a whole.

Every person and group has a moral obligation to live up to their safeguarding responsibilities, and to take any concerns about the welfare of children and/or suitability of staff in our sport seriously.

Where possible we have supported some staff individuals in receiving additional safeguarding and child protection training that enables them to act as our lead safeguarding person(s).

### 8.1 Position Descriptions

Our position descriptions will reflect the below safeguarding responsibilities which are held to the same regard as all other position responsibilities.

- Safeguarding is a shared responsibility.
- Staff are to model their Position of Trust responsibilities, ensuring their conduct is as expected at all times and reflective of being a positive role model to our youth.
- Staff must complete all required safeguarding induction and/or training requirements within any defined timeframes.
- All staff are expected to be alert to recognising and identifying any possible indicators of vulnerability, abuse and/or neglect.
- All staff are expected to report any child/young person welfare concerns and/or any concerns/allegations made against workforce personnel (irrelevant of position or status (e.g. paid, voluntary, contracted, etc.)) to their Manager or next most senior person.
- All staff are to demonstrate respect and inclusivity across all areas of diversity ensuring our settings and services are welcoming and promote belonging.

### 8.2 Induction

Within their 1<sup>st</sup> week Manager's should ensure all new staff are aware of:

- Our definition of a child/young person being up to 18 years.
- How to access a copy of this Safeguarding and Child Protection Policy.
- The 4 categories of abuse and possible physical and/or behavioural indicators of abuse and/or neglect.
- Our requirements on internal reporting of any child or staff safeguarding concerns, including who to report concerns to and what to do should that person be unavailable and/or the concern relates to that person.
- Their right to refer child abuse and/or neglect concerns directly to Oranga Tamariki or the Police.



### 8.3 Training

It is our practice that staff receive some form of child protection training, supporting them in developing their awareness to and understanding of, child welfare concerns and practice that may relate to concerns and/or allegations being made against staff.

- All staff working with and/or engaging with children/young people (including via ICT) receive basic child protection awareness training.
- All staff receive basic child protection awareness training.
- Those staff with lead safeguarding responsibilities, may also access further safeguarding and child protection training.
- We aim for training to be refreshed.
- We aim for training to be refresher annually.

## 9. Safe Practice

We are passionate about making certain all our children and young people get to enjoy golf and the wellbeing opportunities this sport brings in physical and mental health, as well as social development.

Equally we are as passionate about making certain the staff supporting our children and young people in these achievements, are able to do so in a manner that promotes safe practice, minimising any opportunities for their suitability to being working and/or engaging with children/young people to be questioned.

The below requirements are in place to ensure everyone's safety and wellbeing, as well as promote conduct that is designed to be in the best interests of all. We take our expected conduct and any breaches of these seriously.

### 9.1 Position of Trust

The fact that someone is regarded as part of our staff, setting or has been placed in a leadership role, particularly when engaging and/or working with children/young people, shows that we trust them and have endorsed them having a level of authority. All of these components reflect what is known as a 'Position of Trust'.

This describes the relationship where an adult (18 years or older) or a peer (e.g. Young Leader) has or is perceived to have, power, influence or authority towards a child/young person's (under 18 years) life or wellbeing, by the nature of their role or duties within or associated to the club.

This power or influence has potential to be abused to persuade and encourage or intimidate a child/young person into certain behaviours or activities. The potential for misuse of this trust means it is important for those in a Position of Trust to provide a strong role model for children/young people, both to protect children/young people and those working with children/young people from allegations of poor practice. Our Code of Conduct will be issued to staff to support them in promoting safe practice.

Due to the imbalance of power and risks of exploitation, we would regard any person *using their Position of Trust or trusted association to us*, to instigate and/or engage in a sexual relationship and/or conduct (directly or indirectly) with someone under 18 years of age, as a serious breach of this Position of Trust. This is inclusive of and irrelevant to whether the young person is of a legal consent age.

**Conduct in breach of our Position of Trust may be subject to disciplinary action up to and including dismissal. Any breaches of law will be referred to New Zealand Police and/or other applicable welfare services.**



## 9.2 Conduct

It is a requirement for all persons engaged by the club to operate within our Code of Conduct. Staff should always maintain our Code of Conduct requirements and appropriate professional boundaries. Avoiding any engagement and/or behaviour that could be misinterpreted by others. Reporting and recording any such incident, should it occur. Our Code of Conduct will be issued to staff to support them in promoting safe practice.

Similarly it is important that staff make sure all children and young people are aware of the ground rules/behavioural expectations that they are expected to follow; helping to ensure the enjoyment and safety for all children/young people and our staff.

### 9.2.1 Physical Contact

Sometimes physical contact may be required. However, this needs to be managed safely and in a manner that is respectful of not all people liking or feeling comfortable with physical contact.

At no stage should any physical engagement with a child/young person:

- Be touch that has been declined, voiced and/or otherwise (e.g. body language, movement, etc.) indicated as being unwanted touch.
- Of a personal nature including performing personal care that a child can perform on its own e.g. changing clothes, toileting and/or assisting with medication.
- Cause pain, distress and/or harm.
- Reflect unnecessary and/or inappropriate affection towards a child/young person e.g. sitting a child on laps, unnecessary/unwanted hugging/cuddling, kissing, etc.
- Permit or promote unnecessary physical contact e.g. rough, boisterous play, etc.

Physical contact by staff should only be used when doing so meets the needs of the child/young person and the sport (not the adult) e.g. develop golf technique, to protect the child from injury, to provide first aid, treat an injury, etc. Should a child/young person be in a clear need of emotional comfort, particularly if young of age (physically or mentally) their needs should come first, staff should continue to respond to their needs whilst being mindful of aiming to keep practice as safe as possible.

When using contact, contact should replicate advocated techniques making sure there is a consistency of practice and helping to minimise any risks of misinterpretation. It is best practice to check with the person before making physical contact and for any contact to be in an open environment.

### 9.2.2 Verbal Engagement

All verbal engagement should be positive and age appropriate in language, topic, relevant to the child/young person's engagement with golf. When promoting golf development, any instructional engagement should be mindful of continuing to encourage the young person's participation with golf, so should be offered respectfully, with encouragement and free from unrealistic pressure and/or expectations.

At no stage should any verbal engagement with a child/young person contain:

- Abusive, violent or sexually suggestive comments.
- Sexual flirting, innuendo or any other engagement that is open to perceptions of grooming.
- Any form of emotional abuse including threats, favouritism, swearing, reference to diversity differences and/or withdrawal of care necessities (e.g. food, shelter, emotional warmth, etc).
- Any form of engagement that could be considered cruel, frightening or degrading, including exploitation of any known personal insecurities.

Should a young person instigate any verbal engagement that challenges or has the potential to challenge a staff member's expected professional boundaries, the staff member should immediately, politely but firmly reaffirm professional boundaries and as soon as possible recorded the incident with management.



### 9.3 ICT Communication and Social Media

To help maintain professional boundaries, all ICT and Social Media communication between our staff and children/young people, where possible will be reflective of using official channels and resources (e.g. club social media pages), as opposed to staff personal resources.

Our Code of Conduct encompasses ICT and social media expectations and should there be any breach, these concerns would be managed in accordance with any Code of Conduct breach.

Where possible we will aim to ensure all ICT communication to children/young people is via or with inclusion of their parent/guardian.

### 9.4 Imagery

We will only permit staff to capture the imagery (photos or videos) of children/young people accessing our services upon receipt of written parental/guardian consent. Depending on our current and future systems, consent may be obtained via service registration processes and/or in subsequent imagery consent forms, in either hard copy or electronic formats.

Any consent given would be reflective of an agreement to take imagery and permission for the purpose of use as detailed e.g. our marketing/publication/social media material. We will aim to avoid using any personal details that would support the identification of the child/young person, unless the consent obtained permits this additional component (e.g. media coverage).

### 9.5 Changing Rooms

With golf being for all people, our facilities are designed for use by all members and visitors, this includes our changing rooms. Therefore changing rooms may be utilised by other members/visitors (for changing and showering) during the times of us delivering child/youth services. Should our children/young people be using these facilities, they may be required to share them with other members/visitors.

If a parent/guardian requires their child be supervised during this period, this would have to be managed by the parent/guardian directly.

### 9.6 Transport

It is the primary responsibility of parent/guardian to transport their children to and from our provisions and/or golf events. It is not the responsibility of our staff to transport children and young people to and from events, activities, tournaments or matches.

In circumstances where we are responsible for providing transport, we will make certain our transport provisions are compliant with New Zealand legislative requirements and the children/young people are in the supervised care of staff and/or other adults who have undertaken Police and/or Ministry of Justice screening.

We will only transport children/young people upon the receipt of written consent from their parent/guardian.

### 9.7 Parent/Guardian Late Collections of Children/Young People

When a parent/guardian is late in collecting their child, staff are to contact the parent/guardian, if unsuccessful staff should try the alternative emergency contact. If all attempts to make contact fail, staff may be required to contact the police for their advice and assistance.

Staff are to encourage the young person to wait with them or in their line of sight and where possible this is to be in a public area where both the staff member and child can be in the line of sight of others.

Staff are strongly encouraged to avoid:



- Asking the child to wait with them in areas where they may be alone or isolated e.g. in the car, club alone, etc.
- Taking the child to the child's home, their home or to another location.
- Sending the child home with another person without permission.

Should any of these be the only option, they should only be undertaken when additional safeguards have been put in place e.g. Manager's being informed, other staff being aware of the actions taken, etc.

## 9.8 Complaints

Whilst we make every effort to ensure all our members receive a positive and excellent service from us, should for any reason we fail to meet these expectations; members are in the first instance encouraged to share their experience with a staff member. Should the matter remain outstanding the member is then encouraged to take forward their concern via our Complaints Procedure.

Should the member's or staff member's concern relate to any of the below, these would be considered a safeguarding concern and not a complaint. Safeguarding concerns should be reported as identified within this policy.

- A child/young person or staff member is in a vulnerable position.
- A person's conduct towards a child/young person is or is potentially of concern.
- Staff conduct is against our Code of Conduct.
- An allegation has been made against a staff member.

## 10. Recognising Safeguarding and Child Protection Concerns

Sadly we know the prevalence of child and abuse in New Zealand is shockingly high. UNICEF continue to note New Zealand as being within the top 5 world developed countries for child maltreatment and top of the list for adolescent suicide statistics. In addition, we know that abuse has no diversity boundaries and can happen in any environment, this includes within the sport sector.

Globally we are seeing cases of the sport sector being targeted by inappropriate people exploiting professional positions to gain access to children/young people. These global cases have covered the majority of sports - football, gymnastics, rugby, martial arts, tennis, wrestling, sailing, athletics, cricket, swimming and sadly golf.

**Section 2, Oranga Tamariki Act 1989** defines child abuse as:

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

As with child protection services, we recognise the following as categories of abuse:

- Physical
- Sexual
- Emotional
- Neglect

We take a zero tolerance to child abuse and trust the below will support staff in being able to identify and respond to any concerns should they relate to:

- Any child welfare concerns; and/or
- Concerns/allegations against a staff member.

## 10.1 Physical Abuse

A non-accidental act on a child/young person resulting in physical harm. It may involve (but is not limited to) hitting, shaking, throwing, burning or scalding, biting, cutting, drowning, strangling or suffocating or anything else that could cause physical harm to a child/young person.

Physical abuse may also involve poisoning children/young people in order to falsify the symptoms of illness or deliberately induce illness in them.

Sources: Oranga Tamariki, *Interagency-guide-working-together*, August 2017; UK Government, *Working Together to Safeguard Children*, July 2018

### Possible Physical Indicators

- Unexplained bruises, welts, bite marks, scratches, cuts and abrasions (specifically regular, multiple, clustered and/or historic).
- Injuries/marks in unusual places e.g. head, face, back or tummy, buttocks, backs of legs.
- Unexplained fractures, sprains, dislocations and broken bones.
- Burn or scald marks (including cigarette burns, stove ring, iron, rope).
- Injuries with particular patterns e.g. belt mark; fingertip bruising (e.g. being forcefully held).

### Possible Behavioural Indicators

- Disclosing that physical harm has or may have occurred.
- Reluctance to undress and/or inappropriately dressed e.g. wearing long-sleeved clothes/remaining covered on hot days.
- Unlikely explanations for injuries (particularly if against the child's age/developmental level).
- Explanations not making sense, changing or differing (e.g. between parents, parent and child, siblings/friends, etc.) and/or not fitting with presented injuries.
- No explanation or child or parent can't recall how the injuries occurred.
- Refusal to discuss/access medical help and/or delayed access to treatment.
- Reluctance to have parent/guardian contacted.
- Mistrust of adults/demonstrating fear of particular adults/caregivers/peers.
- A fear of going home and/or to a particular location including running away.
- Being bullied and/or bullying others, and/or displaying controlling behaviour towards others.
- Patterns of illness/claims of illness surrounding contact with a particular person.
- Withdrawn, depression, moods or acting out behaviours.
- Aggressive behaviour, disruptive nature or severe temper outburst.
- Anxious, nervous, restlessness, jittery, flinching when approached or touched.

## 10.2 Sexual Abuse

Sexual abuse can involve, but is not limited to coercing, forcing or enticing a child or young person to take part in sexual activities. Sexual abuse can be perpetrated by males, females and peers (other children/young people). Sexual abuse can take place online and technology can be used to facilitate offline abuse.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. It also includes non-contact activities, such as involving a child or young person in looking at, or in the production of sexual images, watching sexual activities, or encouraging them to behave in sexually inappropriate ways.

It often begins with some form of grooming, which is when the person prepares the child for sexual contact or exploitation, by lowering their inhibitions and gaining their trust – this includes via the internet and social media.

Sources: Oranga Tamariki, *Interagency-guide-working-together*, August 2017; UK Government, *Working Together to Safeguard Children*, July 2018

### Possible Physical Indicators

- Bruising, lacerations, bite marks including injuries to areas such as breasts, buttocks, thighs and genitalia.
- Unusual or excessive itching, redness, swelling or bleeding in the genital area.
- Frequent complaints of headaches and/or stomach pains.
- Discomfort when walking or sitting down.
- If an under 16 is showing signs of being sexually active, STIs, pregnancy, torn, stained or bloody underclothing.
- Anxiety related illnesses e.g. eating disorders and/or sudden changes in eating habits - Refuses to eat, loses or drastically increases appetite, has trouble swallowing, anorexia, bulimia, significant weight gain.
- Nightmares/other sleep problems without explanation.
- Exposure to or involvement in pornography or prostitution.

### Possible Behavioural Indicators

- Inappropriate clothing e.g. keeping body covered in hot weather.
- Significant difficulty in relating to adults and/or peers, including:
  - Sexual aggression towards younger or more naïve children.
  - Sexual invitations or gestures to older people.
- Fear of people, a particular person, gender, activity, club/ organisations, place, including running away.
- Signs of depression e.g. persistent crying, lack of motivation, lack of expression or enthusiasm.
- Sudden mood swings: rage, fear, insecurity, withdrawal, challenging and/or aggressive behaviour.
- Trying to feel clean through obsessive washing.

#### More typical of Younger Children

- Sexually explicit or age-inappropriate play, interest, drawings, stories, talking about sex.
- Persistent and/or age-inappropriate sexual activity.
- New words for body parts.
- Resists removing clothes when appropriate times e.g. bath, bed, toileting, nappy changes.
- Asks other children to behave sexually or play sexual games.
- Mimics adult-like sexual behaviours including with toys or draws in artwork.

#### More typical in adolescents

- Suicidal and self-harm behaviour including self-mutilation, drug or alcohol abuse.
- Significant change in status or quality of relationships with friends and/or parents.
- Sexual promiscuity.
- Running away from home.
- Fear of intimacy or closeness.
- Compulsive eating or dieting.
- Purposefully making themselves unattractive.

### 10.3 Emotional Abuse

Some level of emotional abuse is involved in all types of maltreatment, though it may also occur alone. Emotional abuse is often a persistent pattern of behaviour but can also include a single severe incident, as to cause severe and adverse effects on their emotional wellbeing. It may involve, but is not limited to:

- Persistently withholding affection, being rejected, ignored, isolated, humiliated, terrorised, corrupted and belittled.
- Eroding their sense of self-worth and self-respect.
- Verbally abusing and/or causing them to live in fear.
- Conveying they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person.
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say and how they communicate.
- Having expectations that are significantly inappropriate for their development or age.
- Overprotection and limitations of exploration and learning or preventing the child from participating in normal social interactions.
- Bullying (including cyberbullying).
- Exploiting or corrupting of children.
- Seeing or hearing the ill-treatment of another.
- Deliberate or persistent disregard for their cultural identity and wellbeing.

Sources: Oranga Tamariki, *Interagency-guide-working-together*, August 2017; UK Government, *Working Together to Safeguard Children*, July 2018

#### Possible Physical Indicators

- Frequent physical complaints e.g. real or imagined such as headaches, nausea and vomiting, and abdominal pains (may coincide with the child being underweight or dehydrated).
- Delays in physical development.
- Sleep problems like bedwetting or soiling with no medical cause, nightmares, poor sleeping patterns, being tired, lethargic, falling asleep at inappropriate times.
- Talking about hurting themselves or ending their lives (suicide threats, attempts, self-harm).
- Eating disorders.
- Sudden speech disorders.
- Stunted growth, failure to thrive (non-organic).

#### Possible Behavioural Indicators

- Excessive lack of self-esteem or confidence.
- Overly compliant and apologetic including an excessive fear of making mistakes.
- Difficulty developing normal relationships including poor peer relationships.
- Lacks trust in other people demonstrating fear, of parent, caregiver or another adult.
- Reluctance to attend an activity at a particular club or organisation.
- Staying at activities outside hours and not wanting to go home.
- Inability to cope with praise, unable to express views when asked, unable to cope in social settings.
- Aggressive behaviour (active or passive).
- Very 'clingy', possessive, attention seeking, sometimes obsessive or risk-taking behaviour.
- Depression, habitually frightened, anxious and/or nervous.
- Habit disorders – hair twisting, sucking, biting, rocking, etc.
- Abuse of alcohol or drugs.

## 10.4 Neglect

Neglect is one of the most common forms of abuse, although the effects may not be as obvious, they are just as serious, leading to damaged self-esteem and a lost opportunity to thrive. Neglect is the persistent failure to meet a child or young person's basic physical and psychological needs. It is any act or omission resulting in impaired physical functioning, injury, health and/or development of a child/young person. It may involve, but is not limited to:

- Physical Neglect: not providing necessities like enough food, clothing and a warm place to live (including exclusion from the home or abandonment).
- Neglectful Supervision\*: leaving children under 14 years unsupervised, or any young person with inadequate supervision that leads to or has the potential to lead to harm to the child/young person.
- someone safe looking after them during the day or night (includes inadequate guardians).
- Emotional Neglect: not giving children the comfort, attention and love they need through play, talk and everyday affection or unresponsiveness to a child's basic emotional needs.
- Medical Neglect: the failure to take care of their health needs (including dentistry).
- Educational Neglect: allowing chronic truancy, failure to enrol or inattention to special educational needs.
- A refusal to assume parental responsibility.

Neglect may also occur in pregnancy e.g. via parental substance use, family violence.

*\*NB. In accordance with Summary of Offences Act 1981, Section 10B Leaving a Child without reasonable supervision and care.*

*Sources: Oranga Tamariki, Interagency-guide-working-together, August 2017; UK Government, Working Together to Safeguard Children, July 2018*

### Possible Physical Indicators

- Non-organic failure to thrive.
- Persistent nappy rash or skin disorders.
- Suffer from frequent hunger, malnutrition, underweight or obese.
- Have poor hygiene, constantly dirty or smelly and no understanding of basic hygiene.
- Unattended health and/or dental problems including a lack of proper medical or dental attention.
- Poor speech, poor social skills or other developmental delays.

### Possible Behavioural Indicators

- Appearing uncared for, wearing inappropriate clothing e.g. for weather, activities, etc.
- Remain unsupervised for long periods of time or regularly hangs out at school or other external activities beyond the usual hours, or on the streets.
- Stealing/hoarding (particularly food or clothing).
- Falling behind in educational work and/or attendance.
- Reluctance to attend a particular activity, club or organisation.
- Indiscriminate attachment to adults, affection seeking or severe lack of attachment to their own parent(s).
- Tired or falling asleep at inappropriate times.
- Abuse of alcohol or drugs.
- Aggressive behaviour, destructive tendencies and/or offending behaviour.
- Poor peer relationships, having few friends.
- Indiscriminate with affection and/or desire for adult affection.
- Poor emotional response / lack of expression or enthusiasm, Low self-esteem, dull, unsmiling.
- Running away.



## 11. Responding to Concerns

### 11.1 Disclosures of Abuse and/or Neglect

A disclosure is when a person talks about something relating to vulnerability, abuse and/or neglect. There are 3 main types of disclosure and they may relate to any vulnerable person:

- A. **Direct Disclosure:** Sometimes a person will tell you directly they are being abused or neglected. They might begin with one example and see how you react before sharing their whole story.
- B. **Indirect Disclosure:** This is when a person doesn't tell you directly, but consciously or subconsciously communicates what they have experienced indirectly. For example, via their behaviours, emotions, art, writing, appearance, enquiries or discussions, and/or via the identification of possible abuse/neglect indicators.
- C. **Third Party Disclosure:** This is when someone (e.g. parent/guardian, friend, another professional, another parent) shares a concern about another person. Sometimes (more commonly when coming from a child) they are initially portrayed as a third party, although transpire to be *indirect disclosures* e.g. "*my friend's parent is hurting her*", when it is actually them/their situation.

### 11.2 Handling A Disclosure

The moment information is shared that indicates possible abuse and/or neglect, this becomes a disclosure.

Upon receiving/identifying a disclosure, staff's primary role is to **LISTEN** and allow the disclosure to continue for as long as the person disclosing feels comfortable. All 'normal' conversation methods such as asking questions, interrupting, offering an opinion/solution, etc. are to be avoided. Whilst unintended, using these practices could result in increasing the risk of harm to the person disclosing and/or jeopardise any possible criminal investigations (if applicable).

**Staff are not to investigate or inappropriately question a person making a disclosure.** The below guidance adopts best practice and should support staff in handling any disclosures.

DO	DON'T
<ul style="list-style-type: none"><li>✓ Believe the person and take what they say seriously.</li><li>✓ Be accessible.</li><li>✓ Listen carefully.</li><li>✓ Reassure the person e.g. <i>they are right to tell someone; it's not their fault.</i></li><li>✓ Thank them for telling you.</li><li>✓ Tell them you will try to get help. If necessary, explain this may involve telling another staff member.</li><li>✓ Consult immediately with your Manager.</li><li>✓ Make a careful record as soon as possible, of what was said in a Safeguarding Incident Form.</li></ul>	<ul style="list-style-type: none"><li>✗ Do not say anything critical e.g. '<i>why didn't you tell me sooner.</i>'</li><li>✗ Do not jump to conclusions, especially about the abuser. It may be someone still trusted, liked and/or loved by the person.</li><li>✗ Do not investigate any concerns suspected or raised, or ask leading questions e.g. <i>did this happen at home?</i></li><li>✗ Do not make promises or tell them you will keep anything a secret.</li><li>✗ Do not stop them when they are speaking freely, (just listen) and do not feel the need to fill any silences.</li><li>✗ Do not let anyone who may be involved in the abuse know the child/person has said anything to you. If the abuser is unknown, we are to assume this may involve the child's parents or carers.</li></ul>

### T.E.D – Tell, Explain, Describe

TED is a helpful structure to remember when trying to gather more information without risking asking leading questions.



#### **TELL –**

Tell me what you mean?  
Tell me what happened?



#### **EXPLAIN –**

Explain what you mean?  
Explain how that made you feel...



#### **DESCRIBE –**

Describe what you mean.....  
Describe how you felt.....  
Describe what happened next.....

### 11.3 Helpful Responses

- “I’m glad you were able to tell me/someone”.
- “I will help you as best as I can”.
- “This is so important; I need to speak to someone to get advice on how we can help you”.

## 12.Reporting Concerns

### 12.1 Emergency/Immediate Assistance Concerns

If emergency/immediate assistance is required, action should be taken and not delayed for reporting purposes. Reporting processes become applicable as soon as possible during or after the immediate assistance has been provided.

Emergency assistance should be sought from emergency services (e.g. **Police, Ambulance, Fire**) via **dialling 111**. Police would be the key agency if there is immediate danger and/or an immediate response is required, including for child welfare concerns.

### Non-emergency child welfare concerns

For all concerns relating to child welfare, particularly those when abuse and/or neglect is known or suspected should be reported in accordance to the following flow chart.

### 12.2 Right to Refer Directly to Oranga Tamariki or the Police

We would encourage the sharing of any safeguarding concerns with us in the first instance. However, all persons, have the right to report any child abuse/neglect concerns directly to Oranga Tamariki and/or the Police.

Should any person decide to refer their concerns directly, we would welcome being notified of all reports made to external services relating to a child/children in our care and/or our staff.

## Worried About a Child/Young Person?

- Stay Calm.
- Ensure the child's or any other person's immediate safety.
- Listen to, believe and reassure the person they did the right thing in telling someone.
- If appropriate, use open ended prompts (Tell/Explain/Describe) to help gain more information.
- Explain to the person that you are going to try and help and will need to tell a colleague, so together you can make sure the right processes are followed so help can be identified.

### Person Reporting

#### NO IMMEDIATE RISK:

- Inform your Manager or if they are unavailable, inform the next most senior person.
- Confidentiality – keep information to only those assisting/or who need to know.

#### SAFEGUARDING INCIDENT FORM

- ASAP Record concerns and actions on a Safeguarding Incident Form.

#### IMMEDIATE DANGER:

- Contact Police immediately on **111**
- Follow police advice.
- Inform your Manager ASAP or if they are unavailable, the next most senior person.
- Confidentiality – keep information to only those assisting/or who need to know.

#### SAFEGUARDING INCIDENT FORM

- ASAP Record concerns and actions on a Safeguarding Incident Form.

### Person Responding

#### MANAGER

Management will work together with staff to follow procedures, including:

- Identifying if concerns meet child protection needs.
- If so, make a referral to Oranga Tamariki on 0508 326 459 to refer or seek advice and guidance.
- If outstanding, seek clarity from Oranga Tamariki (or Police) on when and who will inform parents.
- If not child protection, determine if concerns can be supported internally or with community support.
- Retain action taken notes with the Safeguarding Incident Form in a secure confidential location.
- Monitor and review the case.

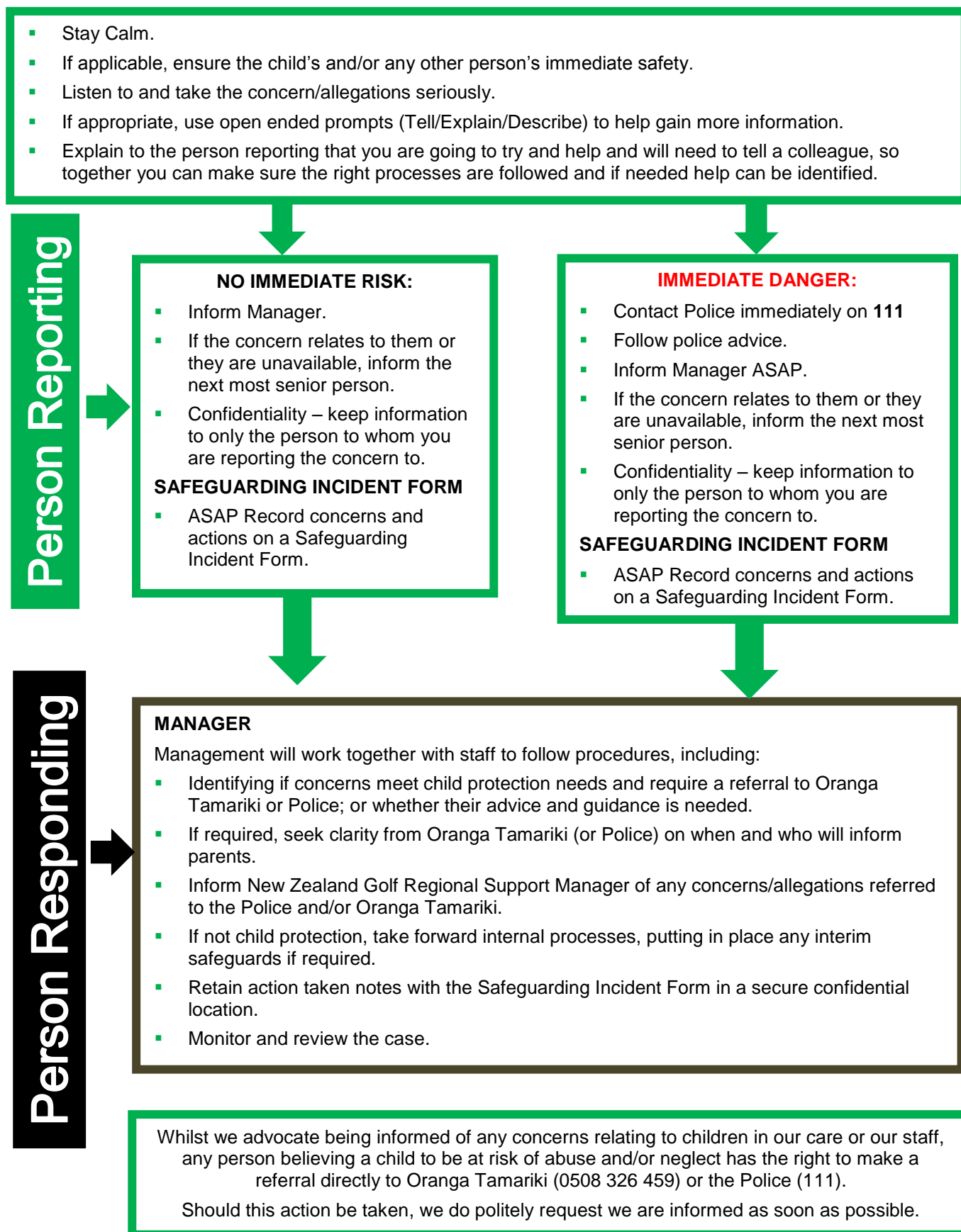
If shared with Oranga Tamariki follow up:

- If concerns remain, or additional concerns present; and/or
- No response has been received within advised timescales.

Whilst we advocate being informed of any concerns relating to children in our care or our staff, any person believing a child to be at risk of abuse and/or neglect has the right to make a referral directly to Oranga Tamariki (0508 326 459) or the Police (111).

Should this action be taken, we do politely request we are informed as soon as possible.

## Worried About a Staff Member?



## 12.5 Responding to Staff Concerns and/or Allegations

We take seriously any information questioning the suitability of our staff or their ability to work safely with children and young people. Any information of this nature will be investigated, no matter if the concern is current, historic, known or suspected, direct or via a third party.

This may include us working together with child protection services (Oranga Tamariki, Police) and/or New Zealand Golf for support and/or case management.

## 12.6 Staff Reporting Concerns and/or Allegations Against Staff

Safeguarding Policies, Procedures and Code of Conduct are designed to support best practice and reflect the expected engagement and behaviours required of staff. Safeguarding practices for concerns and/or allegations against staff become applicable when disclosures and/or indicators relate to:

- Staff being in a vulnerable position.
- Staff conduct being of or potentially being of concern.
- Staff conduct is against our Code of Conduct.
- An allegation has been made against the staff member.

### **What constitutes an allegation?**

An allegation generally relates to 3 key areas:

- Staff have behaved in a way that has harmed or may have harmed a child/young person.
- Staff have possibly committed a criminal offence in relation to a child/young person.
- Staff have behaved towards a child/young person in a manner that indicates they are unsuitable to work with children.

## 12.7 Managing Concerns and/or Allegations Against A Staff Member

- Any concerns/allegations that breach New Zealand laws and/or that require specialist support and investigation will be referred directly to the Police and/or Oranga Tamariki.
- We also make our New Zealand Golf Regional Support Manager aware of any referrals relating to staff that are made to the Police and/or Oranga Tamariki.
- Concerns not meeting statutory service thresholds will be investigated via our internal processes.
- Should internal investigations start to reflect an escalation in the case threshold or require specialist support, we will at those stages refer concerns to New Zealand Golf, Police and/or Oranga Tamariki.
- It is most likely, the initial meeting with the staff member(s) concerned will be held without the staff member having prior notice. Advance notice will only occur when doing so poses no risk to those involved and/or the investigation.

Due to being a safeguarding concern, we will always operate on the side of caution. Should an allegation be valid, giving the staff member concerned advance notice of any meeting, may increase potential risk to those involved and/or the investigation (e.g. allows an opportunity for potential witnesses, victims to be contacted, influenced and/or evidence removed).

- Upon being informed of the concern and/or allegation, the staff member concerned will be:
  - Informed of their right to have legal or other representation throughout the process;
  - Advised of any immediate safeguards being implemented and/or requested (if applicable);
  - Where appropriate, requested to return any club resources e.g. laptops, mobile phones, etc. until the matter is resolved.
- To safeguard the child/young person, or other children or young people **and** the staff member concerned from any possible further vulnerability, we may adopt any of the following immediate safeguards for an identified timeframe or until the matter is resolved:





- Additional supervision of the staff member concerned.
- Redeploying the staff member concerned to alternative non-child/family facing duties.
- Suspension of the staff member concerned from duty.
- All safeguarding actions taken are done so in the interests of protecting **all** of those involved and in the interests of maintaining a fair investigation. No action should be interpreted as anything other than a precautionary safeguarding measure while the matter is under investigation.
- As much as possible we will assist in addressing support needs for any person(s) impacted by the concerns and/or allegation e.g. the child and/or their family, the staff member concerned and/or others impacted by the allegations.
- All meetings will be minuted and where applicable, these may be shared with meeting representatives.
- Upon completion of the investigation, the staff member will receive written confirmation of the investigation outcome.

### 12.8 Deliberately False Allegations Against a Staff Member(s)

In the event a safeguarding concern(s) and/or allegation(s) is shown to have been deliberately false, we would view this as a serious matter that may result in:

- Disciplinary action up to and including dismissal.
- Us engaging the Police to identify appropriate action against the person responsible.

## 13. Referring Safeguarding Concerns

We advocate safeguarding as a shared responsibility and appreciate we too hold a responsibility to support children/young people, their families and/or any of our workforce experiencing vulnerability. Any welfare concerns identified and/or presented to are explored in their own individual merit, taking into account any information sharing needs, as well as known and/or potential protective and risk factors.

Depending on the significance of the concerns, we may undertake responses under any of the following structures:

- **Prevention** - Working with child/young people and their families to prevent the opportunity for vulnerabilities (risk factors) from occurring. These can be individual and environmental factors. Often responses can be as simple as making sure people are aware of support structures available to them and/or being flexible with our service delivery, to help them in preventing risk factors, that will occur without support and/or intervention.
- **Early Intervention** - The goal of early intervention is to reduce the prevalence and severity of vulnerabilities (risk factors) that have already occurred. It is basically aiming to prevent vulnerabilities from escalating, being repeated, taking a hold and/or becoming engrained. We may offer early intervention via working together with families to help them with any issues or in accessing the support they may need (e.g. signposting to and/or supporting families with referrals to specific community services).
- **Intensive Intervention** - Intensive intervention is community led response structures that support a child/young person who in the main has more than one significant need, from more than one agency and without intensive intervention these would escalate to meet child protection thresholds. We can support a family with a referral to a multi-agency community led structure, although these do vary between locations due to being community led.



- **Child Protection Services** – other than any concerns that automatically indicate abuse or neglect thresholds, we may escalate early intervention and intensive intervention cases to child protection services when:
  - The Parent/Guardian fails to acknowledge and/or engage with, the identified concerns, particularly when external single or multi-agency needs have been identified.
  - Current methods are failing to address concerns and they are continuing to impact on the child and/or other children or escalating.
  - Multi-agency community structures are not available.

### Oranga Tamariki

New Zealand's child protection service, who are responsible for investigating and managing concerns relating to suspected or known child/young person abuse or neglect. Referrals are made via the Contact Centre (0508 326 459). Lines are open 24/7. After 5pm and on weekends social workers are only available for emergency situations. However, calls are encouraged as all case needs will be assessed.

### Police

Police are the other child protection service. They have Child Protection Units, which is a division specifically designated to investigating child abuse/neglect cases. They work closely with Oranga Tamariki to support the child's welfare, although their specific responsibilities relate to those cases where criminal charges and/or prosecutions may be applicable.

- For concerns relating to immediate danger, Police should be called as an emergency service, **Dial 111**.
- All other concerns (non-emergency) requiring Police assistance should be reported to the local Child Protection Unit.

### Online Safeguarding Concerns

For online concerns that are unable to be assisted by Police, Netsafe would be an alternative support service. Netsafe is an independent, non-profit organisation focused on online safety. They provide online safety education, advice and support. Netsafe's free and confidential helpline is set up to help with online bullying, abuse and harassment. Open from 8am-8pm Monday to Friday and 9am-5pm on weekends and public holidays. [Netsafe](https://www.netsafe.org.nz) – 0508 NETSAFE (0508 638 723) or email [queries@netsafe.org.nz](mailto:queries@netsafe.org.nz)

### Sector Support – New Zealand Golf

We are also able to seek support, advice and guidance from our New Zealand Golf Regional Support Manager.

We also appreciate we are to make our Regional Support Manager aware of any concern and/or allegation that relates to a golf staff member that has required a referral to Police and/or Oranga Tamariki.

## **14. Recording Concerns**

All concerns are to be recorded on a Safeguarding Incident Form. Records should:

- **Be specific** – what is the exact nature of the concern, which category of abuse does it suggest?
- **Reflect the evidence** – what was seen, heard, who said what, when, how?
- **Be precise** – with responses displayed, actions taken, by who, when.
- **Be factual** – records should be factual to what has happened, been said or is supported by evidence, they should avoid containing any opinions. If included, records should clearly reflect these points as an opinion.



## 15. Sharing Information

In responding to and/or managing any child/young person safeguarding concerns, information is to be treated in confidence. Details are only to be shared on a 'need to know' basis, with those who can help with the management of the concern.

As per the Privacy Act 1993, should there be any welfare concerns relating to children or young people affiliated with our services, where specialist advice and guidance is needed, we will be required to share any relevant information with appropriate agencies with or without parental consent.

When seeking advice and guidance from Oranga Tamariki, this may be done via a no-named consultation. However, should Oranga Tamariki advise us that concerns should be referred, we are then required to share the applicable identifying information.

### 15.1 Sharing Information with Children/Young People and their Families

**Unless it is unsafe or inappropriate to do so**, we will aim to be open and honest with young people (when age/developmental level appropriate) and parents/guardians about any concerns we may have or have become aware of. This could be purely sharing that we are concerned and under our safeguarding and child protection policies and procedures, we are required to share these concerns internally and/or externally.

It would be **unsafe or inappropriate to share concerns with parents/guardians or the young person directly**:

- When doing so may increase the risk of harm to the person concerned, staff or others.
- When it is unclear who is/has caused any suspected abuse.
- When doing so may impact on any possible child protection investigation.
- When specialist child protection services have advised us not to share concerns at that stage.

When it is appropriate to share information with parents/guardians, it is best practice to:

- Do so as soon as possible.
- Be open and honest about why and what we are concerned about.
- Explain whether the concerns hold:
  - A level of only requiring our assistance.
  - A potential for information needing to be shared with others. If so, who, what information may be shared and how.
  - Explaining and reassuring, this process is about seeking support for the child/family and we will support them through the process.
  - Seek their consent/agreement to information being shared.

If consent is refused, this in itself may escalate the level of concerns. In these circumstances, we would have to inform parents/guardians that due to concerns being welfare related, staff are still required to report their concerns and, where possible, we will keep them informed throughout the process.

## 16. Monitoring and Review

- We will review this policy annually.
- Some circumstances may trigger an early review; this includes but is not limited to legislative changes, organisational changes, case outcomes and any other matters deemed appropriate to instigate an earlier review.

