






<b>Policy</b>	Safeguarding and Child Protection Policy
<b>Policy Owner</b>	Chair of the Safeguarding Committee
<b>Approved Date:</b>	17 March 2025

## Version Control

<b>Next Policy Review:</b>	<p>May 2027</p> <p>As per best practice, all Wesley College child safety policies are reviewed every 2 years. However, all policies can be subject to an earlier review if deemed appropriate.</p>		
	<b>Signature</b>	<b>Name and Position</b>	<b>Date</b>
<b>Approved By:</b>		Charlotte Saunders, Deputy Principal and Chair of the Safeguarding Committee	17/03/2025
<b>Endorsed By:</b>		Patisepa Talaimanu Chair, School Board	22/05/2025
		Jan Tasker Chair, Trust Board	19/06/2025

## OTHER APPLICABLE DOCUMENTS

<b>SUPPORT DOCUMENTS AND RESOURCES:</b>	<p>The following documentation and resources underpin or support this <b>Safeguarding and Child Protection Policy</b>:</p> <ul style="list-style-type: none"><li>▪ Safeguarding and Child Protection Procedures</li><li>▪ Staff Code of Conduct</li><li>▪ Student Code of Conduct</li><li>▪ Incident Form and Incident Form Body Maps</li><li>▪ Police Vetting Database</li><li>▪ Policy Review Schedule</li></ul>
<b>OTHER APPLICABLE POLICIES AND PROCEDURES</b>	<p>The following policies and procedures align with this <b>Safeguarding and Child Protection Policy</b>:</p> <ul style="list-style-type: none"><li>▪ Board Code of Conduct</li><li>▪ Complaints Policy and Procedures</li><li>▪ Disciplinary Rules and Procedures</li><li>▪ Historical Allegations of Abuse Policy</li><li>▪ Induction, Training and Education Strategy and Programme</li><li>▪ Investigations Policy</li><li>▪ Policy Breach Protocols</li><li>▪ Protected Disclosures Policy</li><li>▪ Record Keeping Policy</li><li>▪ Recruitment, Selection and Onboarding Policy</li><li>▪ Social Media Policy</li><li>▪ Student Empowerment and Participation Policy</li></ul> <p>Additional information on any of these specific points needs to be sourced directly from these policies.</p>

## GLOSSARY OF TERMS

The first time each defined term is used in this policy text, it will appear in **bold** type.

Term	Definition
<b>A Child / Young Person</b>	<p>Wesley College students reflect an age range of 12 – 19 years. As per the <a href="#">Children's Act 2014</a> and the <a href="#">UN Convention on the Rights of the Child</a>, we recognise a child as someone aged from 0-18 years.</p> <p>We mostly recognise a child as a person under 14 years and a young person as someone aged 14 -18 years.</p> <p>However, this policy supports those aged 18 years or older when meeting additional <a href="#">Children's Act 2014</a> definitions, and we primarily define those aged 18 or over as a young adult.</p>
<b>Child Abuse</b>	<p><a href="#">Section 2, Oranga Tamariki Act 1989</a> 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.”</p>
<b>Child protection</b>	<p>Is the activity taken to protect those individual children/young people who are at risk of, or who are suffering from, abuse and/or neglect.</p>
<b>Child Safe</b>	<p>Refers to an organisational/school environment that has an open and aware culture, understands child abuse, is supported by robust safeguarding policies, promotes the empowerment and participation of children, identifies and manages child safety risks, and expects all stakeholders to report any allegations, disclosures or concerns for the safety and well-being of children. A child safe environment also ensures that children and young people are culturally safe.</p>
<b>Contact</b>	<p>As per the Children's Act 2014, we recognise 'contact' with students as including in-person or online contact (e.g. online learning, social media, etc.) or contact via technology resources (e.g. email, phones, imagery, etc.).</p>
<b>Conduct</b>	<p>The manner in which a person behaves, especially on a particular occasion or in a particular context.</p>
<b>Cultural Safeguarding</b>	<p>Cultural Safeguarding promotes the positive recognition and celebration of cultures. It is more than just the absence of racism or discrimination and more than cultural awareness and cultural sensitivity. A culturally safe environment is socially and emotionally safe, as well as physically safe for tamariki/children and rangatahi/young people. It is underpinned by shared respect, shared meaning, shared knowledge and experience, and living and working together with dignity and truly listening.<sup>1</sup></p>
<b>Safeguarding</b>	<p>Safeguarding means being proactive in adopting risk-reducing approaches to support and protect a person's health, well-being and child/human rights, enabling them to live free from harm, abuse and neglect. Safeguarding also supports any concerns relating to harm,</p>

<sup>1</sup> Revised from An Overview of the Victorian Child Safe Standards (November 2015) -State of Victoria, Department of Health and Human Services and A Guide for Creating a Child Safe Organisation (Version 2.0 December 2015)- Commission for Children and Young People

	abuse and neglect that are present, being identified early and prevented from continuing or escalating via child/adult protection processes, which are part of the overall safeguarding process.
<b>Staff</b>	Wesley College defines “Staff” as any person serving, working at or representing Wesley College or our Boards. Inclusive of whether that person is in a paid, voluntary or contracted position; a permanent or temporary role, a teaching or non-teaching position. Due to the nature of being a school, it is also irrelevant whether that person is in a direct or non-direct student-facing position.

## CONTENTS

Reference	Section	Page
1.	Our Commitments	
	A Our Vision	
	B School Moto	
	C Kairangi / Values	
	D Special Character	
	E Methodist Ethos	
	F Te Tiriti O Waitangi / The Treaty of Waitangi	
	G Diversity, Equality and Inclusion	
	H To Child Safety	
2.	Purpose	
3.	Scope	
4.	Principles	
5.	Legislation and Guidance	
6.	Diversity, Equity and Inclusion	

7.	Student Empowerment and Participation		
8.	Safeguarding Structures		
9.	Safe Workforce		
	9.1	Child Safe, Safer Recruitment	
	9.2	Roles and Responsibilities	
	9.3	Child Safety Induction, Training and Education	
10.	Safe Practice		
	10.1	Position of Trust	
	10.2	Codes of Conduct	
	10.3	Complaints	
	10.4	Staff Code of Conduct Summary	
11.	Recognising Child Safety Concerns		
	11.1	Neglect	
	11.2	Emotional Abuse	
	11.3	Physical Abuse	
	11.4	Sexual Abuse	
	11.5	Spiritual Abuse	
12.	Responding to Concerns		
13.	Reporting Child Safety Concerns		
	13.1	Internal Compulsory Reporting	

	13.2	Students and Whaanau Reporting Concerns Students and Whaanau Reporting Concerns	
	13.3	Right to Refer Concerns to Oranga Tamariki or the Police	
	13.4	Stymie	
	13.5	Flowchart – Worried about a Student?	
	13.6	Allegations Against Staff	
	13.7	No Settlement Agreements	
	13.8	Historic Allegations of Abuse	
	13.9	Flowchart - Worried about a Staff Member?	
	13.10	Protected Disclosures (Whistleblowing)	
14.	Referring Concerns		
15.	Recording Concerns		
16.	Sharing Information and Confidentiality		
17.	Supporting Those Involved		
	17.1	Students and Families	
	17.2	Staff	
	17.3	Other Persons	
18.	Policy Breaches		
19.	Policy Monitoring and Reviews		

## 1. OUR COMMITMENTS

A. Our Vision	When service is my well-being, my well-being is served.			
B. School Motto	Fide By Faith	Litteris By Learning	Labore By Hard Work	
C. Kairangi Values	Family	Respect	Excellence	Responsibility
D. Special Character	<p>This policy upholds our Special Character:</p> <ul style="list-style-type: none"> <li>▪ We are Christian in practice.</li> <li>▪ We are Methodist in ethos.</li> <li>▪ We are accepted as we are.</li> <li>▪ We are called to be the people of God and to do God’s work.</li> <li>▪ We belong to the Wesley College family and the family of God.</li> </ul>			
E. Methodist Ethos	<p>This policy upholds our Methodist Ethos in:</p> <ul style="list-style-type: none"> <li>▪ Treasuring our Christian heritage and learning to express it relevantly. This includes religious observances.</li> <li>▪ Openness to the future and to new insights, experiences and people.</li> <li>▪ Support for values that respect the integrity of persons and communities.</li> <li>▪ Consideration of the needs of others, especially the marginalised.</li> <li>▪ Use of language and images that are inclusive and which express equality.</li> <li>▪ Provision of safe environments in which students can learn to live and work together in harmony.</li> <li>▪ Opposition to cultures of violence and to systems of domination and exclusion.</li> <li>▪ Processes for dealing with conflict, harassment, abuse and violation.</li> </ul>			
F. Te Tiriti O Waitangi / The Treaty of Waitangi	<p>The Methodist Church of New Zealand - Te Haahi Weteriana o Aotearoa is a Treaty-based Church that expresses its governance in a bi-cultural, power-sharing partnership between Te Taha Māori and Tauwiwi.</p> <p>Wesley College has an obligation and a commitment to develop policies and practices that reflect New Zealand’s dual cultural heritage and expects all students, staff and its community to embrace and promote inclusivity, including the rights and responsibilities accorded by <a href="#">Te Tiriti o Waitangi/Treaty of Waitangi</a>. Wesley College is committed to Ka Hikitia.</p>			

<p><b>G. Diversity, Equality and Inclusion</b></p>	<p>Wesley College is proud of the diverse communities it represents and believes that a balanced and inclusive approach to working with and for the community results in a just experience for all. Our Methodist special character is at the forefront of all we do. We seek to achieve equitable outcomes for all students. We ensure equal opportunities and provide inclusive and equitable means for all students to participate in and succeed in the full range of school activities. In addition, the College will adopt policies and practices that identify and cater for the individual needs of each student in the School.</p>
<p><b>H. To Child Safety</b></p>	<p>Wesley College provides educational and residential boarding services for approximately 250 rangatahi (youth) aged between 13 and 19. Wesley College is committed to creating a “Safe Environment” and to ensure the well-being of everyone under Wesley College’s care. Therefore, Wesley College has a zero-tolerance stance on <b>child abuse</b> and neglect as part of our commitment to a holistic approach to <b>safeguarding</b>. Wesley College takes all reasonable steps to ensure the welfare and well-being of rangatahi remains our priority.</p> <p>Aotearoa/New Zealand has significantly high levels of child vulnerability, abuse, and neglect, and these <b>child safety</b> risks do not discriminate. They can be relevant to personal, professional and community environments. Our history has evidenced Wesley College as not being immune to these risks. Hence, we are committed to applying our learnings and strengthening our child safeguarding and protection processes and creating a culture that safeguards everyone, <b>children/young people</b>, whaanau/family, <b>staff</b> and the College.</p> <p>We seek to advocate and uphold rangatahi’s rights to safety and protection and empower their voice and participation in our safeguarding journey. This includes us creating safe channels and environments to support rangatahi, whaanau and staff in speaking up and speaking out on any child safety complaints or concerns. Wesley College commits to providing designated safeguarding staff and to operating above legislative requirements by leading safeguarding and <b>child protection</b> best practices in all our undertakings.</p>

## 2. PURPOSE

All children and young people have rights, including the right to be safe and protected from harm and abuse. At Wesley College, upholding student’s rights to well-being and safety is paramount.

The purpose of this policy is to ensure that all those engaged with or representing the College demonstrate efficient, effective and safe practice in safeguarding and protecting the well-being and safety of our Students and any other child or young person who comes to the attention of the College.

## 3. SCOPE

This policy defines our commitment to child safety and our child safety expectations. It provides a framework for all staff, including Board personnel and defines how child safeguarding and protection is recognised by Wesley College as accountable practice.

Our child safeguarding and protection requirements apply to:

- All staff representing the College. Inclusive of whether that person has direct or indirect **contact**

with students and whether that person is in a paid, voluntary or contracted role.

- All our programmes, services and environments, including those utilising online platforms or E-Technology.

This policy and our child safeguarding and protection procedures are primarily in place to support students, their whaanau and other College stakeholders. However, where applicable, policy requirements do apply to all those engaging with Wesley College, e.g., students, families and other stakeholders.

## 4. PRINCIPLES

The requirements of this policy reflect child safety best practices and are designed to further support the College in creating and embedding a safeguarding culture. A culture that safeguards everyone, students, staff and the school.

## 5. LEGISLATION AND GUIDANCE

The [Children's Act 2014](#) is the primary New Zealand legislation guiding institutional child protection responsibilities, particularly those relating to staff safety checks and our child protection policy requirements (this policy). For educational establishments, the Education and Training Act 2020 and the subsequent Education and Training Amendment Act 2023 further support many of these requirements.

However, our safeguarding requirements are also informed by various New Zealand and International Acts noted below and expanded further in **Section 1 of our Safeguarding and Child Protection Procedures**. By applying child safety best practices as per the globally recognised Australian [10 Child Safe Organisation Principles](#), Wesley College seeks to exceed its legislative responsibilities.

### 5.1 International Legislation

Under the [United Nations Convention on the Rights of the Child 1989 \(UNCRC\)](#) and the [Human Rights Act 1993](#), all people have the right to safety and protection from risks of harm, abuse and neglect. Wesley College takes the implementation and advocacy of these rights seriously.

### 5.2 New Zealand Legislation

Other New Zealand legislation and guidance underpinning our child safety practices and safeguarding culture includes but are not exclusive to:

- [Australian 10 CSO Principles](#)
- [Crimes \(Child Exploitation Offences\) Amendment Act 2023](#)
- [Crimes Act 1961](#)
- [Education \(Hostels\) Regulations 2005](#)
- [Education and Training Act 2020](#)
- [Education and Training Amendment Act 2023](#)
- [Employment Relations Act 2000](#)
- [Family Violence Act 2018](#)
- [Harmful Digital Communication Act 2015](#)
- [Health and Safety at Work Act 2015](#)
- [Oranga Tamariki Act 1989](#)
- [Te Tiriti o Waitangi / Treaty of Waitangi](#)

- [The Privacy Act 2020](#)
- [The Teaching Council Rules 2016](#)

## 6. DIVERSITY, EQUALITY AND INCLUSION

*Article 2 of the Convention on the Rights of the Child 1989: All children have rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, their sex or gender, what their culture is, whether they have disability, whether they are rich or poor.*

As noted in the International [Human Rights Act 1993](#) and the [United Nations Convention on the Rights of the Child 1989 \(UNCRC\)](#), all staff are to support the implementation of this policy and, foremost, protect the well-being of all students regardless of ethnicity, age, gender and background. The College asserts that all students have equal rights to protection from abuse and exploitation regardless of their gender, race, religion, political beliefs, age, physical or mental health, sexual orientation, family and social background, and culture or economic status.

We expect all staff to demonstrate inclusivity, provide equity, embrace diversity and ensure our operations and practices uphold **cultural safeguarding**.

## 7. STUDENT EMPOWERMENT AND PARTICIPATION

As a College, we seek to ensure child safety is a frequent message and are developing a Student Empowerment and Participation Policy to reflect the importance of students and, where applicable, families being encouraged and empowered to participate in all aspects of their College experiences, including child safety.

**See Section 2 of our Safeguarding and Child Protection Procedures for more information.**

## 8. SAFEGUARDING STRUCTURES

As part of our commitment to child safety, we have embedded a governance-endorsed, organisational child safety structure into our College framework. Ensuring our child safety expectations and safeguarding culture are represented across all College personnel and environments (physical and online) and that they continuously improve. Some examples include:

- Establishing a collaborative Safeguarding Committee and Subgroups structure to drive, implement, monitor, and evaluate our holistic approach to child safety.
- Having designated Safeguarding Staff, e.g., Trustees and a Safeguarding Officer and other staff with additional safeguarding roles and responsibilities across all working levels, e.g., Committee members, Safeguarding Champions, etc.
- Identifying and managing child safety as accountable practice across the College's workforce.
- Demonstrating child safety best practices by applying internal compulsory child safety recruitment, reporting, induction and training requirements.

**For more information, see Section 3 of our Safeguarding and Child Protection Procedures.**

## 9. A SAFE WORKFORCE

Wesley College requires all staff and others associated with the College to understand the important responsibility they have to:

- Help protect students from all forms of known or suspected abuse or neglect.

- Be alert to any possible indicators or incidents of abuse or neglect within or outside of the scope of our college services and environments.
- Create and maintain a safe culture that is understood and put into practice by all.

## 9.1 Child Safe, Safer Recruitment

When recruiting employees or any person undertaking unpaid work as part of an educational or vocational training course, Wesley College complies with the [Children’s Act 2014 risk assessment and safety check requirements](#). However, due to these requirements holding significant gaps, which enable exploitation vulnerabilities for the College, we exceed these requirements by implementing Child Safe, Safer Recruitment processes. This means:

### Scope

- Our requirements **apply to all** those being employed (employees) or engaged (volunteers, etc.) by Wesley College regardless of whether their position is or isn’t student-facing; and
- Any Contractors whose role (or part of their role) or work environment permits contact with students (although a proportionate representation of safer recruitment may be taken).

### Processes

In summary, our Child Safe, Safer Recruitment processes include:

- Having our commitment to child safety reflected in position adverts.
- Position descriptions holding safeguarding responsibilities.
- We require a completed Application Form for every position.
- Interview processes incorporate safeguarding questions and confirm the applicant’s ID and right to work in New Zealand.
- Police screening (upon appointment and renewed every 2 years, and at no stage exceeding the Children’s Act 2014, 3 year renewal timeframe).
- Verification of any specific position requirements, e.g., role registrations, qualifications, etc.
- A minimum of 2 references, with reference processes incorporating safeguarding related questions.

### 9.1.1 Police Vetting

<b>A. Police Checks</b>	<ul style="list-style-type: none"> <li>▪ Police checks are a mandatory element of our safer recruitment processes and are undertaken for all staff (employed, voluntary and contracted).</li> <li>▪ <b>It is a legal requirement for the College to receive a satisfactory police check before any person can start their active duties.</b></li> <li>▪ Police checks for roles recognised as a ‘core worker’ position, as per the Children’s Act 2014, are exempt from the <a href="#">Criminal Records (Clean Slate) Act 2004</a>.</li> </ul>
-------------------------	---

<p><b>B. Renewed Police Checks</b></p>	<ul style="list-style-type: none"> <li>▪ In accordance with child safety best practices, we renew police checks every 2 years from the person’s appointment or last renewal.</li> <li>▪ Additionally, we reserve the right to request a police check at any other time due to the nature of the organisation, the individual’s position or changes in their position that require a revised police check.</li> </ul>
<p><b>C. Responding to Questionable/ Negative Results</b></p>	<ul style="list-style-type: none"> <li>▪ Any applicant with a returned Police Check that details an offence as per <a href="#">Schedule 2 Specified Offences of the Children’s Act 2014</a> must, as per the Children’s Act, hold a Ministry exemption.</li> <li>▪ Our HR, Safeguarding and Executive Staff apply risk assessment processes for any returned police checks that holds an offence(s) <b>not meeting exemption requirements</b> but that questions a person’s suitability or potential safety to be engaged with Wesley College. Following these risk assessment processes, HR, Safeguarding and Executive Staff will determine if the College is or isn’t able to take forward that person’s employment or engagement. The outcome is recorded on our staff Police Vetting database in accordance with the Privacy Act 2020 regulations.</li> </ul>

Our Child Safe, Safer Recruitment processes are a compulsory requirement for all staff leading or supporting recruitment to Wesley College. Omitting or ignoring any of our due diligence requirements may be reviewed as serious misconduct and may result in disciplinary action, up to and including dismissal.

**See our Recruitment, Selection and Onboarding Policy for further information.**

**9.2 Roles and Responsibilities**

At Wesley College, we regard child safety as a shared workforce responsibility. Every person has a moral, ethical and organisational obligation to uphold our safeguarding culture, and all position descriptions have safeguarding responsibilities. These safeguarding responsibilities are held in the same regard as all other role responsibilities and align with our Code of **Conduct** and Disciplinary Policy and Procedures.

<p><b>All Staff</b></p>	<ul style="list-style-type: none"> <li>▪ Uphold their Position of Trust by demonstrating professional boundaries and being a positive role model for students.</li> <li>▪ Ensure all student engagement, including via online platforms or resources, occurs in a safe and inclusive environment.</li> <li>▪ Demonstrate compliance with Wesley College’s child safety policies, procedures, and codes of conduct.</li> <li>▪ Show respect for diversity, promote equity, and support and empower student and family participation and involvement in the College’s safeguarding measures and culture.</li> </ul>
-------------------------	---

- Be vigilant in identifying potential signs of vulnerability, abuse, or neglect and take concerns seriously by following the College’s compulsory child safety internal reporting processes.
- Foster a safe environment where concerns can be raised without fear of negative consequences, and compliance with internal compulsory reporting of child safety concerns is demonstrated.
- Adhere to complaint handling procedures, ensuring any complaints are escalated appropriately, and all complaint data is accurately recorded.
- Support the College in effectively managing child safety risks by identifying risks and reporting all emerging risks, issues, and incidents to a Manager or the Safeguarding Officer.
- Complete all compulsory child safety training within the identified timeframe.
- Demonstrate safeguarding as a shared workforce responsibility.

In addition to the above shared safeguarding responsibilities, some staff hold additional safeguarding responsibilities specific to their role (e.g., Governance, Leadership, HR) as noted in their Position Descriptions.

**For more information, see Section 4 of our Safeguarding and Child Protection Procedures.**

### **9.3 Child Safeguarding Induction, Training and Education**

Our Child Safety Induction, Training and Education Strategy, and Training Programme incorporates child safety training and education (e.g., policy briefings on core child safety policies and procedures) requirements and leads our staff’s child safety professional development. Child safety induction, training and refresher training are compulsory requirements, as is specialist child safety training for staff with specific child safeguarding responsibilities.

**For further information, see:**

- **Section 5 of our Safeguarding and Child Protection Procedures; and**
- **Our Child Safety Induction, Training and Education Strategy and Training Programme.**

## **10. SAFE PRACTICE**

We are passionate about making sure all students and staff enjoy our services and thrive safely in our environment. Critically, this means ensuring students and whaanau know what engagement and conduct to expect from College staff, and equally, College staff receive support and guidance in knowing how to perform their responsibilities in a manner that promotes safe practice and minimises any opportunities for their suitability to be questioned.

The following supports everyone’s safety and well-being and, by reflecting best practices, promotes conduct that is designed to be in the best interests of all. **We take our child safeguarding conduct expectations and any breaches of these seriously.**

### **10.1 Position of Trust**

When someone is regarded as part of our workforce, particularly when engaging with students, this reflects Wesley College as trusting them and effectively endorsing them as being trusted and having a

certain level of authority. These components reflect what is known as a 'Position of Trust'. **All those representing Wesley College (staff, volunteers, contractors, students and families, etc.) are considered to be in a Position of Trust.**

A relationship between an adult and a student, or between students (e.g., older and younger students, Prefects, Young Leaders, etc.), are not equal relationships. As well as any natural power dynamics between adults and students, the adult is perceived by the other as having power, influence and authority over them. Wherever there is power or perceived power, there is potential for this position of influence to be misused to persuade, encourage, intimidate or exploit a student into negative behaviours or activities.

Due to the potential for misuse, **it is vital that all persons uphold all safeguarding expectations and act as positive role models. This helps to safeguard students, staff, and Wesley College.** All staff are expected to behave in a manner consistent with our Code of Conduct.

Any person misusing their actual or perceived power, authority or **Position of Trust or trusted association to the College** for personal advantage or gratification or to instigate or engage in any abuse or sexual relations, conduct, or activity will be regarded as breaching their Position of Trust. This is inclusive of and irrelevant to whether a young person is of a legal consent age and whether concerns relate to adult-to-student or peer-to-peer. Any known or suspected criminal offences will be reported to the Police, and all concerns may be subject to Wesley College's disciplinary actions.

**Conduct breaching being in a Position of Trust and/or our Code requirements may be subject to disciplinary action up to and including dismissal. Any breaches of the law will be referred to New Zealand Police.**

## 10.2 Codes of Conduct

Our Codes of Conduct encompasses requirements on physical and verbal conduct and behaviours across all environments (including online and via e-technology resources) and provides further guidance on expectations of practice and conduct and a framework to support students and staff in making appropriate decisions. **All students and staff (regardless of role, hours or type of engagement) must adhere to and abide by their Code of Conduct.**

All students and staff are issued a copy of and informed how to access their **Student or Staff Code of Conduct** to ensure everyone has the awareness needed to promote and implement the necessary and required boundaries and safe conduct. Our Codes of Conduct are compulsory requirements, and students and staff are to always maintain these expectations and appropriate boundaries in a manner consistent with this policy and their code of conduct.

Staff are to avoid any engagement, conduct and/or behaviour that could be open to misinterpretation and are to report and record any such incidents, should they occur. Wesley College operates an internal compulsory reporting process and abides by the [Teaching Council NZ Mandatory Reporting requirements](#).

Our Boards are also demonstrative of the Minister of Education's [Code of Conduct for State School Board Members](#) as per [Section 166 of the Education and Training Act 2020](#). This sets out minimum standards of conduct that each board member must meet.

**Conduct breaching being in a Position of Trust and/or our Conduct requirements may be subject to disciplinary action up to and including dismissal.  
Any breaches of the law will be referred to New Zealand Police.**

**For more information, see Section 6 of our Safeguarding and Child Protection Procedures.**

### **10.3 Complaints**

At Wesley College, we make every effort to ensure all our students receive a positive and excellent service from our hostels and school. Should we fail to meet these expectations, students and whaanau are encouraged to share their concerns via our **Complaints Policy**, which can be accessed via our website.

We wish for our students and families to feel confident in knowing that no student engagement or opportunity with Wesley College will be placed at risk or be negatively impacted because of a student or family member making a complaint, providing negative feedback or raising any form of a concern. All feedback is welcomed and valued, and College whaanau sharing any concerns with us is a valued demonstration of whaanau upholding safeguarding as a shared responsibility and being part of our safeguarding culture. All staff are trained in receiving complaints, as part of our professional development processes.

**For more information, see our Complaints Policy.**

## 10.4 Staff Code of Conduct Summary

Our Staff DO	Our Staff DO NOT
<ul style="list-style-type: none"> <li>✓ Only commence active duties once all safer recruitment elements are complete and satisfactory.</li> <li>✓ Uphold child safety policies and procedures at all times.</li> <li>✓ Complete all compulsory induction and training.</li> <li>✓ Promote child rights and demonstrate practice that upholds students' rights to safety and well-being.</li> <li>✓ Maintain their Position of Trust and upholding our code of conduct and any other applicable professional codes.</li> <li>✓ Make certain personal and professional boundaries are adhered to at all times and uphold all physical, verbal and online conduct expectations.</li> <li>✓ Comply with Wesley's communication expectations, ensuring all language is child-friendly, process are compliant with consent requirements and abide by Information Sharing and Record Keeping Policies.</li> <li>✓ Always aim to operate within the line of sight and sound of other adults, uphold supervision ratios and avoid being left alone with students.               <ul style="list-style-type: none"> <li>○ Staff are only permitted to be alone with students (with doors open if 1:1) in their classrooms between 8am to 5pm or between 6.30pm-8pm for hostel tutoring programmes.</li> <li>○ Tutorials or meetings (unless relating to a child's right to privacy) must have 3 or more students in attendance, and where possible, classroom doors must be open.</li> </ul> </li> <li>✓ Create an environment that mitigates child safety risks, enables student participation, is culturally respectful and inclusive for all students.</li> <li>✓ Take all reasonable steps to protect students from child safety risks, including identifying and reporting any concerns, disclosures, complaints or allegations as per our child safety processes.</li> <li>✓ Positively encourage and empower students to be involved in making decisions about activities, policies and processes that concern them.</li> <li>✓ Consider and respect the diverse backgrounds and needs of the students. Promoting inclusivity and providing equitable participation.</li> <li>✓ Demonstrate safeguarding as a shared responsibility and actively support the College's safeguarding culture.</li> </ul>	<ul style="list-style-type: none"> <li>✗ Ignore or disregard any suspicions of child harm or abuse, inappropriate conduct, or any raised child safety concern.</li> <li>✗ Use any form of physical conduct or discipline that permits physical harm or abuse or breaches our Code of Conduct or Discipline policies and procedures.</li> <li>✗ Use any form of verbal or written engagement that is emotionally harmful, abusive or breaches our Code of Conduct.</li> <li>✗ Exploit a student's engagement or College opportunities as a means of power, control or for any other purpose.</li> <li>✗ Enable anything that negates Wesley's duty of care or withdraws basic care necessities.</li> <li>✗ Initiate, engage in or permit any discussions or behaviours towards or in the presence of a student that is sexual, has a sexual association or is open to perceptions of grooming.</li> <li>✗ Enable walls of silence by being secretive or encouraging students to be secretive.</li> <li>✗ Initiate or encourage contact with students or whaanau outside of their professional duties, hours or environments.</li> <li>✗ Give students or whaanau personal gifts.</li> <li>✗ Allow students to babysit for Wesley staff whaanau.</li> <li>✗ Undertake any direct on/offline correspondence (includes social media) with a student or their whaanau, when doing so is:               <ul style="list-style-type: none"> <li>○ Without the Principal's and Parent's consent.</li> <li>○ Unrelated to any Wesley College matter.</li> <li>○ Fails to use Wesley's designated resources, e.g., College social media account, College email, etc.</li> <li>○ In breach of Wesley's policies and procedures.</li> </ul> </li> <li>✗ Undertake any of the following without the Principal's and Parent's consent:               <ul style="list-style-type: none"> <li>○ Take any imagery of a student.</li> <li>○ Travel alone with or transport a student in a personal vehicle.</li> <li>○ Take a student off-site or outside of any activity location or College environment.</li> <li>○ Provide independent support to a student.</li> </ul> </li> <li>✗ Attend any College environment under the influence of or in possession of any non-prescribed or illicit drugs or alcohol.</li> </ul>

**Any breach of our Code of Conduct for Staff is taken seriously and may be subject to**

disciplinary action, up to and including dismissal.

## 11. RECOGNISING CONCERNS

**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.”

We have zero tolerance abuse and neglect. The safety and well-being of students is our top priority, and when managing any suspected or known harm or abuse concerns, the student’s best interests, safety and welfare remains paramount. We make certain that staff understand their safeguarding roles and responsibilities and undertake compulsory child safeguarding and protection training to support them in recognising any potential indicators of harm and abuse, knowing how to respond to concerns safely and how to report any concerns.

Our primary child safety responsibilities relate to Wesley College students. However, our child protection responsibilities include any child or young person coming to our attention (e.g., students’ siblings, friends, staff dependents, etc.).

There can be various types of harm. However, all types of harm fall under one or more of the four categories of abuse, as recognised by child protection services and Wesley College. The following are definitions of categories of abuse recognised by the College. Guidance on possible physical or behavioural indicators for each category is captured in our **Safeguarding and Child Protection Procedures**. For more information on:

- Types of harm see **Section 7 of our Safeguarding and Child Protection Procedures**.
- The categories and possible physical or behavioural indicators of abuse see **Section 8 of our Safeguarding and Child Protection Procedures**.

11.1

Neglect

Neglect is the persistent failure or deliberate denial to meet a child or young person’s basic needs when reasonably able to do so. Neglect may also occur during pregnancy, e.g. as a result of lack of prenatal care, maternal substance abuse, etc. Neglect may involve but is not exclusive to:

- **Physical Neglect** – Insufficient housing, food, clothing, etc.
- **Medical Neglect** – Failure to take care of their physical (including dental) and mental health needs.
- **Supervisory Neglect** – Leaving a child home alone or without someone safe looking after them (day or night)
- **Emotional Neglect** – Not giving the attention, emotional engagement and love needed through play, talk and everyday affection.
- **Educational Neglect** – failure to enrol the child in educational services, allowing chronic non-attendance and/or inattention to any special educational needs.

Neglect can be a one-off incident but mostly represents persistently failing to act or meet a child’s needs, to the extent the child’s health and development is, or is likely to be, significantly harmed.

Emotional abuse is where behaviour towards or of a child, has a damaging impact on the child's psychological, physical, social, intellectual and/or emotional functioning or development. Often the result of the child being exposed to persistent negative experiences and treatment that causes a severe and long-lasting impact on their well-being and development. However, it can also include exposure to a single severe incident (e.g. witnessing a serious assault).

Emotional abuse includes persistently withholding affection, failing to give a child the love or attention they need for healthy emotional, psychological and social development. This includes causing a child/young person to live in fear, for example – exposing children to seeing and/or hearing the ill-treatment of another. Emotional abuse can also include conveying to the child they are worthless, unloved, inadequate, valued only if they meet another person's needs or any other form of degrading, isolating and/or rejecting the child.

Overprotection that significantly limits a child's exploration, learning and participation in normal social interaction, is another form of emotional abuse. As is age or developmentally inappropriate expectations being imposed on and/or expected of a child that is beyond their capability.

Emotional abuse also relates to any deliberate or persistent disregard for the child/young person's cultural identity and well-being.

**Emotional abuse is associated with all categories of abuse. However, it may also be the only form of abuse suffered by a child.**

Physical abuse is when a child is injured or has been placed at serious risk of being injured or suffering significant harm as a result of a physically aggressive act(s). Injuries may result from a single incident or combine with other circumstances and may be deliberately inflicted or the unintentional result of behaviour, e.g. shaking an infant, physical discipline.

Physically abusive behaviour includes (but is not limited to) hitting, punching, shaking, throwing, slapping, shoving, kicking, biting, burning or scalding, drowning and suffocating. Faking or deliberately inducing an illness within a child may also be a form of physical abuse, and this would include giving children harmful substances such as drugs, alcohol or poisons.

Sexual abuse is any action where any person (adult or peer (other children)) uses any perceived or actual power, authority or position they may have over a child for sexual purposes. This includes whether or not the child is aware of what is happening. Effectively forcing or enticing a child or young person to take part in or be exposed to sexual activities.

Sexual abuse does not always involve physical contact (e.g. penetrative acts such as rape or oral sex); it can be non-penetrative acts (e.g. masturbation, kissing, rubbing and touching inside or outside of clothing). Non-contact activities such as exposing a child/young person to or involving them in Child Sexual Abuse Material (CSAM) such as producing or watching sexual

images/activities or encouraging them to behave in sexually inappropriate ways, inappropriate sexual situations or comments.

Mostly sexual abuse begins with some form of grooming, which is where the person prepares the child for sexual abuse by lowering their resistance and inhibitions and by seeking to gain their trust and compliance. Grooming and forms of sexual abuse can also occur via the internet and social media.

## 11.5 Spiritual Harm/Abuse

Although recognised more in Aotearoa | New Zealand as a type of harm, being a College of Faith, being a faith-based school we do give specific recognition to risks of spiritual harm/abuse.

Spiritual abuse happens when someone uses spiritual, religious or cultural beliefs to hurt, scare or control a person.

It can involve stopping them from expressing their spiritual or religious beliefs, attending worship or preventing them from participating, for example in our Special Character (See Section 1 D and E).

It can also involve forcing a child to participate in practices they don't want to or criticising or making fun of their beliefs, traditions, or cultures. Spiritual abuse can also look like using spiritual or religious beliefs to hurt, scare or control children and young people. It reflects an attempt to exert power and control over someone using religion, faith or beliefs.

Should, a student be questioning their faith and/or not willing to participate in expectations relating to our Special Character, the reasons for this need to be explored with the student in a manner that remains respectful to the child's rights and their well-being as well as the faith environment and expectations of Wesley College.

Any support needs or concerns relating to a student's faith can supported by our School Chaplain and any concerns relating to their safety and well-being should be reported to our Safeguarding Officer on 027 333 4125 or [safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz)

## 12. RESPONDING TO CONCERNS

A disclosure is when a person shares information relating to vulnerability, abuse and/or neglect. They can relate to:

- Current or historical concerns.
- A child's personal environment, community environments or organisational environments, e.g., our environment.

All forms of disclosure must be responded to safely. Failing to do so may increase the risks of harm to the child and/or others and jeopardise any statutory investigation.

As part of their compulsory child safety training, all staff receive guidance on best practices in recognising and responding to child safety disclosures.

**For more information on the different types of disclosures and how to respond safely, see Section 9 of our Safeguarding and Child Protection Procedures.**

## 13. REPORTING CHILD SAFETY CONCERNS

The goal of a safeguarding culture is not only to prevent risks and unsafe practices from occurring in the first place but also to ensure that any concerns that cannot be avoided are prevented from continuing or escalating.

Wesley College has a duty and ethical responsibility to support children and families and any staff who may be experiencing vulnerability and to protect any person who may be suffering from or at risk of adversity or abuse. We take this responsibility very seriously and operate a compulsory internal reporting process.

### 13.1 Internal Compulsory Reporting

We operate a **compulsory internal safeguarding reporting process**. This means all staff are expected to report any child safety worries or concerns to their Manager or our Safeguarding Officer on 027 333 4125 or [safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz)

**Immediate Danger:** For concerns needing emergency support, reporting must never be delayed for internal processes. **In these circumstances, staff must ensure the safety of all involved persons is prioritised and only implement internal processes once any immediate action has been taken.**

**Life Threatening and Significant Abuse Concerns:** All concerns that indicate a risk to life (including concerns relating to self-harm, suicidal thoughts and significant abuse concerns) must be reported to the Principal, Deputy Principal or Safeguarding Officer. As well as ensuring any immediate action has been taken (e.g., emergency services), one of these staff members will contact the other applicable services, e.g., the mental health team at the local hospital, Ministry of Education Traumatic Incidents (TI) team, phone 0800 TI Team (0800 84 8326), etc.

### 13.2 Students, Whaanau and Community Members Reporting Concerns

The College encourages all students and whaanau and College community members to report any concerns relating to their child's well-being and safety or that of others at Wesley College. This can be done by:

- Speaking to any staff member.
- Contacting our Safeguarding Officer (027 333 4125 or [safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz))
- Submitting a complaint via the Complaints Policy on our website.
- Students can also use Stymie to report any concerns.

### 13.3 Right to Refer Concerns to Oranga Tamariki or the Police

As per Section 15 of the Oranga Tamariki Act 1989, any person, at any time, who believes a child/young person is at risk can also contact Oranga Tamariki (0508 326 459) or the Police (111 or 105 for non-emergencies) directly. This would include if a person was unsatisfied with decisions taken by the College and believed a child remained at risk.

In these circumstances, we encourage the sharing of any concerns relating to a child in Wesley College's care or College staff with our Safeguarding Officer in the first instance (027 333 4125 or [safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz)).

### Section 15 of the Oranga Tamariki Act 1989,

Any person who believes that any child or young person has been, or is likely to be, harmed (whether physically, emotionally, or sexually), ill-treated, abused, neglected, or deprived may also report the matter to a social worker or the police.

## **13.4 Students - Stymie**

Stymie is an anonymous reporting tool that enables students to get help for themselves, their peers, or their community. It can be used to report all forms of harm, from bullying/cyberbullying, illegal activity, concern for mental or physical well-being, damage to property, and family violence.

All notifications are made via [www.stymie.co.nz](http://www.stymie.co.nz), and any internet-enabled device can be used to make a notification.

Stymie provides an encrypted, anonymous notification that is delivered within seconds to the pastoral team. On receipt, the Stymie is triaged by the Pastoral Team and is then assigned to a staff member for further action including to our Safeguarding Officer. The notification provides the option to include screenshots or images that support the notification.

Stymie empowers bystanders and people who are being harmed to take action.

Being able to anonymously report empowers students to speak up. Wesley College is creating an environment where harm can be minimised, and effective action can be maximised.

**For more information, see Section 10 of our Safeguarding and Child Protection Procedures.**

## **13.5 Worried About a Student?**

- Stay Calm.
- Ensure the student and any other person's immediate safety.
- Listen to, believe, and reassure the person that they did the right thing by telling someone.
- If appropriate, use TED (Tell/Explain/Describe) to help gain more information.
- If appropriate, explain that to make sure the right help can be found, you need to talk to another staff member.

## PERSON REPORTING

### NO IMMEDIATE RISK:

- Inform your Manager or the Safeguarding Officer 027 333 4125 or [safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz)
- If unavailable or if the concern relates to them, inform the Deputy Principal.
- Keep information confidential to only the person to whom you are reporting.
- ASAP record the incident and actions taken on an Incident Form. When complete, forward this to the person you reported the concern to.

### IMMEDIATE DANGER:

- Call the Police (111) and follow police advice.
- As soon as it is safe to do so, inform your Manager or the Safeguarding Officer (027 333 4125).
- If unavailable or if the concern relates to them, inform the Deputy Principal.
- Keep information confidential to only the person to whom you are reporting.
- ASAP record the incident and actions taken on an Incident Form. When complete, forward this to the person you reported the concern to.

## PERSON RESPONDING

### Manager or Safeguarding Officer

Staff responding will work together with the person reporting and any other applicable personnel to apply our child safeguarding procedures, including:

- Your Manager will seek advice and support from our Safeguarding Officer.
- Safeguarding Staff reviewing and triaging the concern as needed (ideally with the Incident Form).
- If needs relate to child protection, the Safeguarding Officer will lead the following:
  - Contacting Oranga Tamariki (0508 326 459) or the Police (111 or 105).
  - Seeking clarity from the Child Protection Service on information-sharing requirements. If outstanding, this includes whether it is safe to share information with parent(s) and, if so, how this is to be taken forward.
  - If necessary, implement any immediate safeguards.
  - Until the concern is resolved, the Safeguarding Officer will work together with Oranga Tamariki to maintain timely responses are received and monitor the status of concerns (e.g., de-escalating, lacking change or continuing to escalate, etc.).
- If not child protection, the Safeguarding Officer will decide how Wesley College can best respond to the concerns raised.
- Staff will also monitor and review all concerns until a conclusion has been reached.
- Safeguarding Staff will store the Incident Form and any aligning records in a secure location as per our Recording Policy.

## Allegations Against Staff

Any information questioning the suitability of our staff or their ability to work safely with students is taken seriously. All reports will be investigated, regardless of whether the concern is current, historical, known, or suspected. Our safeguarding and child protection procedures are designed to support best practices and reflect our expectations. Whilst not exclusive, any conduct or behaviours applicable to the below would be considered as an allegation against staff:

- 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.

We will ensure that all allegations are managed immediately, sensitively and expediently within the procedures outlined in our Investigation Policy and take appropriate action for all involved parties while making sure the safety of children remains the priority. This includes notifying external agencies where applicable, e.g. Oranga Tamariki and/or the Police, Safeguarding Experts, the Teaching Council | Matatū Aotearoa, etc.

**Any staff identifying or receiving an allegation against a staff member must report that concern as per the following flowchart.**

Should a concern or allegation relate to a Safeguarding Staff member or the Principal, staff should:

- For Safeguarding Staff, reported directly to the Principal ([bevans@wesley.school.nz](mailto:bevans@wesley.school.nz)).
- For the Principal, report directly to our Designated Safeguarding Trustee ([safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz)).

**For more information, see Section 10 of our Safeguarding and Child Protection Procedures.**

### 13.6 No Settlement Agreements

Should a staff member be subject to an allegation and decide to resign or cease to provide their services to us, this will not prevent the allegation from being investigated as per our safeguarding and student protection procedures. Wesley College is committed to not using 'settlement agreements' where these are contrary to a culture of safeguarding.

### 13.7 Historical Allegations of Abuse

Wesley College takes all allegations seriously, including any non-recent/historical allegations. We have a specific Historical Allegations of Abuse Policy to support individuals coming forward with historical concerns.

Should an allegation relate to a historical concern, we request the individual wishing to report their concern or the staff member receiving this concern contact either the Principal ([bevans@wesley.school.nz](mailto:bevans@wesley.school.nz)) or our Designated Safeguarding Trustee ([safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz)).

**See our Historical Allegations of Abuse Policy for more information.**

## 13.8 Worried about a Member of Staff?

- Stay Calm.
- Ensure the student or any other person's immediate safety.
- Listen to, believe, and reassure the person that they did the right thing by telling someone.
- If appropriate, use TED (Tell/Explain/Describe) to help gain more information.
- If appropriate, explain that to make sure the right help can be found, you need to talk to another staff member.

### PERSON REPORTING

#### NO IMMEDIATE RISK:

- Immediately inform the Safeguarding Officer 027 333 4125 or [safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz)
- If unavailable or if the concern relates to them, inform the Deputy Principal.
- Keep information confidential to only the person to whom you are reporting.
- ASAP record the incident and actions taken on an Incident Form. When complete, forward this to the person you reported the concern to.

#### IMMEDIATE DANGER:

- Call the Police (**111**) and follow police advice.
- As soon as it is safe to do so, inform your Deputy Principal or the Safeguarding Officer (027 333 4125).
- If unavailable or if the concern relates to them, inform the Principal.
- Keep information confidential to only the person to whom you are reporting.
- ASAP record the incident and actions taken on an Incident Form. When complete, forward this to the person you reported the concern to.

### PERSON RESPONDING

#### The Safeguarding Officer or the Principal

Staff responding will work together with the person reporting and any other applicable personnel to apply our child safeguarding and investigation procedures, including:

- Reviewing and triaging the concern as needed (ideally with the Incident Form).
- If needs relate to child protection, lead staff will:
  - Contact Oranga Tamariki (0508 326 459) or the Police (111 or 105).
  - Seek clarity from the Child Protection Service on information-sharing requirements. If outstanding, this includes whether it is safe to share information with those involved and, if so, how this is to be taken forward.
  - Implement the College's Investigations Policy and, if necessary, any immediate safeguards.
  - Until the investigation is complete, the College will work with child protection services.
- If not child protection, lead staff, in conjunction with HR, will decide how Wesley College can best respond to the concerns raised.
- Lead staff will monitor and review all concerns until a conclusion has been reached.
- As per the needs of the concern raised, Safeguarding or HR will store the Incident Form and any aligning records in a secure location as per our Recording Policy.

All persons have the right to refer concerns directly to Oranga Tamariki (0508 326 459) or the Police (111). We would welcome our Safeguarding Staff being informed of any concerns relating to children in our care or our staff.

### 13.10 Protected Disclosures (Whistleblowing)

As per our Protected Disclosures (Whistleblowing) Policy, an employee can make a protected disclosure (sometimes called 'whistleblowing') by reporting any serious wrongdoing in the workplace that they reasonably believe is true or likely to be true.

For further information, see:

- **Section 11 of our Safeguarding and Child Protection Procedures; and**
- **Our Protected Disclosures (Whistleblowing) Policy.**

## 14 REFERRING CONCERNS

Any welfare concerns identified or presented to Wesley College will be explored upon their own individual merit. Our response will be in accordance with any applicable level of need, consent, information sharing and/or referral need. We may undertake responses aligned to any of the following intervention levels or as per the advice of any child protection services.

- Early Help (internal or with designated external support).
- Multi-agency/Community Support
- Child Protection Services (Oranga Tamariki 0508 326 459 or Police 111 or 105 for non-emergencies)
- Services supporting responses to Online Safety Concerns

### 14.1 Other Partner Notifications

Where Wesley College identifies or is presented with a serious concern, we may be required to notify any applicable partners (e.g., the Ministry of Education) or professional registration body (e.g., the Teaching Council | Matatū Aotearoa).

For more information, see **Section 12 of our Safeguarding and Child Protection Procedures**

## 15 RECORDING CONCERNS

As per section 13.4, students can record any reported concerns via Stymie.

Staff must record all safeguarding or child abuse concerns on an **Incident Form**. This can be found on the [Staff Hub](#). The incident form is received by the Safeguarding Team who will triage it and decide who is best placed to respond. You may add further information to the form after submission or you can send it to [safeguarding@wesley.school.nz](mailto:safeguarding@wesley.school.nz) for attachment to the original form.

All child safeguarding and protection information relating to a student or staff member is to be recorded and stored according to our Record-Keeping Policy.

All safeguarding or child abuse concerns must be recorded on an **Incident Form**.

For further information, see:

- **Section 13 of our Safeguarding and Child Protection Procedures; and**
- **Our Record-Keeping Policy.**

## 16 SHARING INFORMATION AND CONFIDENTIALITY

Wherever possible, whaanau will be made aware of any student safety concerns. Their consent will be sought to share information with others to seek support for the student. However, as per the Privacy Act 2020, when worried about the safety or protection of a student (or any child/young person), the sharing of

information to better protect students would not be a breach of confidentiality.

Should a refusal of consent have a subsequent effect of escalating the level of concern for the young person, the College would then inform the parent(s) that due to concerns being welfare-related, we still have a responsibility to share this information.

### Privacy Act 2020 – Principle 11 – Disclosure of Personal Information

Principle 11 states that an organisation may only disclose personal information in limited circumstances. This includes when a disclosure is necessary to avoid endangering someone's health or safety.

**For more information, see Section 14 of our Safeguarding and Child Protection Procedures.**

## 17 SUPPORTING THOSE INVOLVED

17.1 Students	<p>For concerns relating to child protection being managed in conjunction with child protection services, the sharing of information and support structures for the student and their whaanau are managed under guidance from these specialist services.</p> <p>Where possible and appropriate, Wesley College will aim to ensure the parent(s) of any student who is the subject of or subject to any concerns are kept informed on the case's progress.</p> <p>Where applicable, when responding to child safety concerns, Wesley College may implement immediate safeguards to support maintaining everyone's well-being while the concern is investigated. At the discretion of our Safeguarding Staff for any significant peer-to-peer concerns this may include pastoral leave for the student(s).</p>
17.2 Staff	<p>Wesley College ensures any staff member who is the subject of a child safety concern or allegation is, as is appropriate and in accordance with our Investigations Policy, is kept informed of the concerns raised and the investigation progress. We can also arrange for the staff member concerned to receive support, e.g., via the Employee Assistance Programme, etc.</p> <p>As per our Investigations Policy, all safeguarding actions taken by the College are done in the interests of maintaining a fair investigation and protecting <b>all</b> involved parties. No action should be interpreted as anything other than a precautionary safeguarding measure while a concern/allegation is under investigation.</p>
17.3 Other Persons	<p>Should a case identify support needs for any other person impacted by a child safety concern, we will, where possible, arrange to provide appropriate support, including that which may be provided via internal and external structures.</p>

## 18 POLICY BREACHES

Wesley College takes its child safety expectations and its safeguarding culture seriously. Breaches of this policy are taken seriously and may result in disciplinary action, up to and including dismissal.

All breaches of these requirements must be managed as per our Policy Breach Protocols.

## **POLICY MONITORING AND REVIEW**

Per our Policy Review Schedule, which monitors and drives compliance with our policy review expectations, this Safeguarding and Child Protection Policy is reviewed every 2 years alongside the Staff Code of Conduct.

The review process seeks to ensure continued compliance with relevant legislation, other College policies and practices, stakeholder feedback, and current best practices regarding child safeguarding. At no stage does this policy review period exceed the Children's Act 2014 requirements of 3 years from its last review.

Circumstances that may trigger an earlier or additional review include but are not limited to, legislative changes, organisational changes, incident/case learnings, etc. All student and whanau consultation data, case learnings, and sector developments are also utilised to inform our policy and procedural reviews and our continuous improvement.

We communicate any policy and procedural updates via the implementation and dissemination elements noted in our Policy Review Schedule. These may include staff briefings, staff management meetings, staff training, organisational signage, and communication resources, e.g. the College website, newsletters, social media, etc.