

# Child Protection Policy

February 2022



The Boys' Brigade in New Zealand Inc.  
Child Protection Policy, Procedures and Safe Practices  
Compiled by ***Mallinbay Consultants***  
February 2022

# TABLE OF CONTENTS

1. CHILD PROTECTION POLICY OVERVIEW .....	1
2. PURPOSE .....	1
3. STATEMENT OF COMMITMENT .....	1
4. GUIDING PRINCIPLES.....	2
5. SCOPE.....	2
6. RELATED DOCUMENTS .....	2
7. CHILD PROTECTION RESPONSIBILITIES.....	2
8. REVIEW .....	3
9. RECORD KEEPING .....	3
10. DEFINITION OF TERMS .....	3
11. RECRUITMENT AND EMPLOYMENT .....	4
11.1 Recruitment.....	4
11.2 Conditions of Employment.....	4
12. RESPONDING AND REPORTING CHILD ABUSE .....	5
12.1 Concerns and Allegations .....	5
12.2 Positions of Trust .....	5
12.3 Conflict of Interest .....	5
12.4 Confidentiality and Information Sharing.....	5
12.5 Relationship with External Agencies .....	6
13. TRAINING .....	6
14. SAFE PRACTICES .....	6
15. TECHNOLOGY AND SOCIAL MEDIA .....	6
16. DEFINITIONS OF CHILD ABUSE .....	7
16.1 Physical abuse.....	7
16.2 Emotional abuse .....	7
16.3 Neglect .....	7
16.4 Sexual abuse .....	7
16.5 Spiritual Abuse.....	8
POLICY SUPPORTING DOCUMENTS.....	9



# 1. CHILD PROTECTION POLICY OVERVIEW

This policy is for The Boys' Brigade in New Zealand Inc., and ICONZ, hereafter referred to as BB New Zealand.

BB New Zealand takes its responsibility to protect and nurture children/youth seriously, creating a safe and positive environment for them to grow.

In the interest of child safety BB New Zealand chooses to align with New Zealand child protection legislation.

BB New Zealand Child Protection documentation has three supporting sections which are to be read in conjunction with each other.

**Section One: Policy**

The overarching principles relating to all facets of child protection.

**Section Two: Procedures**

The processes and systems used to implement the Policy.

**Section Three: Safe Practices**

The behaviours and practices expected of all adults when relating to and working with children/youth.

## 2. PURPOSE

The purpose of this policy is to promote caring attitudes and responses to children/youth and to provide principles, standards and guidelines that clearly define what action is required by all concerned to keep children/youth safe.

## 3. STATEMENT OF COMMITMENT

BB New Zealand is committed to:

1. Acting at all times in the welfare and best interests of children/youth.
2. Providing safe places children/youth to ensure they are not harmed when accessing BB New Zealand activities, programmes, services, or facilities.
3. Having competent and committed governance and leadership which develops and maintains a child safe culture.
4. Ensuring disclosures regarding alleged abuse or child protection concerns are acknowledged, investigated and appropriate action is taken in a timely manner.

## **4. GUIDING PRINCIPLES**

1. The safety of children/youth is our prime consideration at all times.
2. Protection of children/youth is the responsibility of every adult within BB New Zealand.
3. All child protection concerns will be acted upon no matter how seemingly small they are.
4. Recognition of the culture of the family/whanau and the rights of family/whanau to participate in decision-making about their children/youth.
5. The rights of a child/youth to protection from abuse is put ahead of any cultural or religious practices of families who attend our programmes.

## **5. SCOPE**

BB New Zealand Child Protection Policy, Procedures and Safe Practices apply to:

1. Persons appointed by BB New Zealand in paid or volunteer positions.
2. This includes but is not limited to: Executive Board Members, National Director, Executive Officer of National Resource Centre, Development Managers, Area Facilitators, Edge workshop Leaders, and Helpers.
3. All children/youth who attend any programme provided by BB New Zealand.
4. All activities and training provided by BB New Zealand in any location.

## **6. RELATED DOCUMENTS**

### **BB New Zealand Documents**

1. The Boys' Brigade in New Zealand Inc. Constitution
2. Employment Contracts

### **NZ Compliance Documents**

1. Health and Safety at Work Act 2015
2. Privacy Act 2020
3. Employment Relations Act 2000
4. Oranga Tamariki Act 1989 (reprint as at 2020)

## **7. CHILD PROTECTION RESPONSIBILITIES**

1. The National Director is the designated person responsible for child protection.
2. The National Director is responsible for ensuring the Child Protection Policy, Procedures and Safe Practices are implemented and monitored.
3. To ensure accountability and transparency a child protection team will be set up to process all reports of concern. The team will consist of at least three people including the National Director.

## 8. REVIEW

This policy will be reviewed every three years and updated whenever needed to ensure it reflects changes that may have been made to government legislation, related policies and procedures, and considering operational experience.

Any proposed changes will be submitted by the National Director to the National Executive for approval and sign off before being implemented.

## 9. RECORD KEEPING

BB New Zealand has a designated secure repository for child protection documentation.

This includes but not limited to documents for Policy, Procedures, Safe Practices, Screening, Responding and Reporting, Training, Duty of Care and Administration.

Written records are to be kept of all child protection concerns and disclosures reported to BB New Zealand.

## 10. DEFINITION OF TERMS

Child/children	Any person under 18 years of age.
Youth	Any person 14 years and under 18 years.
Adult	Any person 18 years old and above.
BB New Zealand	The Boys' Brigade in New Zealand Inc. and ICONZ.
Personnel	Persons appointed by BB New Zealand in paid or volunteer positions. This may be staff, leaders or helpers.
Edge Workshops	Edge Workshops are a values and life skills programme for boys aged 6 -12 years that is held in partnership with schools and led by a BB New Zealand facilitator.

# 11. RECRUITMENT AND EMPLOYMENT

## 11.1 Recruitment

BB New Zealand's recruitment process has appropriate safety checks for persons appointed by BB New Zealand in paid or volunteer positions.

## 11.2 Conditions of Employment

### 11.2.1 Convictions

Anyone with a prior conviction of child abuse or related offences, will not be employed or appointed by BB New Zealand to any leadership role or used in any voluntary capacity.

Conviction of child abuse or related offences by any staff member, leader or helper will result in the termination of their employment or position.

### 11.2.2 Allegations of Child Abuse

If an allegation of child abuse is reported regarding BB New Zealand personnel they may be suspended from their position, pending investigation, for their protection and that of children/youth.

If an alleged offender is in a paid position within BB New Zealand, refer to the Employment Relations Act 2000 regarding salary/wages while suspended.

Any BB New Zealand personnel tendering his or her resignation will not prevent an allegation of abuse against a child/youth being followed up in accordance with the child protection procedures set out in this policy.

### 11.2.3 Breach of Safe Practices

Behaviour that breaches BB New Zealand Safe Practices may result in a person's access to children/youth being limited.



## **12. RESPONDING AND REPORTING CHILD ABUSE**

BB New Zealand will comply with legal requirements in the reporting of child abuse.

### **12.1 Concerns and Allegations**

BB New Zealand personnel who have a child protection concern have a responsibility to inform the National Director or a direct leader as soon as possible.

All child protection concerns, both current and historic, will be taken seriously and acted upon, regardless of the perceived validity or severity, who the alleged perpetrator is, or how minor in the eyes of the individual receiving the information.

Appropriate support will be provided to an alleged victim and alleged offender and their families, who are related to BB New Zealand.

### **12.2 Positions of Trust**

BB New Zealand personnel hold significant power and positions of trust. To ensure accountability and objectivity all child safety reports of concern will be processed by the Child Protection Team. The findings will be submitted to and discussed with the BB New Zealand Executive Board who are responsible to uphold the findings and ratify them.

### **12.3 Conflict of Interest**

BB New Zealand personnel who have a conflict of interest relating to a child safety concern must notify the BB New Zealand National Director and will be required to abstain from any involvement in the proceedings.

A conflict of interest is a situation in which a person's personal interest conflicts with their responsibility and has the potential to corrupt the motivation or decision-making of that individual or organisation.

### **12.4 Confidentiality and Information Sharing**

Information regarding any child protection concern is sensitive and must be handled with appropriate confidentiality. In general, this will be restricted to those who have a need to know in order to protect children/youth.

In dealing with such information BB New Zealand will comply with the Privacy Act 2020 in particular, referring to the Information Privacy Principles and Codes of Practice section Part 3:22-38 (see Supporting Documents).

The Privacy Act 2020 and the Oranga Tamariki Act 1989 (reprint as at 2020) allows information to be shared to keep children/youth safe when abuse or suspected abuse is reported or investigated.

*Note:* Under sections 15 and 16 of the Oranga Tamariki Act any person who believes that a child has been, or is likely to be harmed physically, emotionally or sexually or be ill-treated, abused, neglected or deprived may report the matter to Oranga Tamariki or to the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

## **12.5 Relationship with External Agencies**

BB New Zealand will maintain a good working relationship with Oranga Tamariki and with the Police and implement the laws that serve to protect children/youth from abuse. Designated leaders will consult with Oranga Tamariki, the Police, or with other appropriate agencies that have specialist knowledge to help protect children/youth from abuse.

## **13. TRAINING**

BB New Zealand will provide time, resources and funding to support the training of BB New Zealand personnel in Child Protection Awareness, Policy, Procedures and Safe Practices. This includes induction training and ongoing refresher training.

## **14. SAFE PRACTICES**

BB New Zealand has Safe Practices for programmes, activities and interactions relating to children/youth. All interactions with children/youth will be carefully considered and planned to reduce potential risk.

A relationship between an adult and a child or young person is not a relationship between equals. Therefore it is the responsibility of the adult or the one with power to maintain the integrity of a relationship, ensure the unequal balance of power is not used for personal advantage or gratification, and avoid behaviour which might be misinterpreted by others.

## **15. TECHNOLOGY AND SOCIAL MEDIA**

Technology and social media will be used in a way that reflects values of respect, truth, justice so as to protect the rights and safety of children/youth.

Technology and social media include but is not limited to the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, webcams, websites, blogs, social networking sites, etc.

Parental/caregiver permission is required to use images of children/youth on any BB New Zealand public or social media platform.

## 16. DEFINITIONS OF CHILD ABUSE

The Oranga Tamariki Act 1989 (reprint as at 2020) defines child abuse as "...the harming (whether physically, emotionally or sexually), ill-treatment, abuse, neglect, or deprivation of any child or young person."

*The definitions set out below provide some indicators of abuse. However, these should not be seen as an exhaustive list or a check list.*

### 16.1 Physical abuse

Physical abuse is a non-accidental act on a child that results in physical harm. This includes, but is not limited to, beating, hitting, shaking, burning, drowning, suffocating, biting, poisoning or otherwise causing physical harm to a child. Physical abuse also involves the fabrication or inducing of illness.

### 16.2 Emotional abuse

Emotional abuse is the persistent emotional ill treatment of a child so as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting, or terrorising a child. It also includes the seeing or hearing of any ill treatment of others and may also include age or developmentally inappropriate expectations being imposed on children/youth.

### 16.3 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, causing long term serious harm to the child's health or development. It may also include neglect of a child's basic or emotional needs. Neglect is a lack of action, emotion, or basic needs.

### 16.4 Sexual abuse

Sexual abuse is the use of a child for an older person's gratification - taking advantage of the child's trust. Child sexual abuse is criminal behaviour that involves children/youth in sexual behaviours for which they are not personally, socially or developmentally ready. It may be violent or non-violent and includes all behaviours that involve touching and non-touching aspects.

*All adults should be aware of their 'duty of care' which precludes developing a sexual relationship with or grooming a child. A sexual relationship between an adult and a child will always be wrong, unequal and unacceptable.*

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative) by an adult or another child which includes, but is not limited to:

#### **16.4.1 Verbal:**

Remarks which include sexual threats, solicitation, sexually explicit language (whether in person, via phone, text messaging or the internet), or any expression with the intent to arouse or stimulate.

#### **16.4.2 Visual:**

Indecent exposure, showing or the taking of suggestive pictures, pornographic material (real life, drawings or animated), the showing of unclothed persons, any sexual activity or simulated sexual activity.

#### **16.4.3 Physical Touching:**

Physical contact of a person's clothed or unclothed genitals, pubic area, buttocks, or in the case of a female, breasts, or causing a child to perform any of these acts. This also includes masturbation in front of, or to the victim, rubbing, holding, or kissing for the purpose of sexual gratification.

### **16.5 Spiritual Abuse**

Spiritual abuse may include, but is not limited to, patterns of abusive behaviour that involve the misuse of scripture and scriptural principles to create fear and control, or that manipulate a child to protect the offender, or to manage the child for the convenience of adults.

## **POLICY SUPPORTING DOCUMENTS**

The documents listed below support the Policy and are provided in the Supporting Docs folder.

Child Protection Officer Job Description

### **NZ Legislation Documents**

1. Children's Act 2014
2. Crimes Act 1961 (Reprint 2020)
3. Disability (UNCPRD) Act 2008
4. Employment Relations Act 2000
5. Harmful Digital Communications Act 2015
6. Health and Safety at Work Act 2015
7. Oranga Tamariki Act 1989 (reprint as at 2021)
8. Privacy Act 2020
9. UN Convention on the Rights of the Child





# Child Protection Procedures

February 2022





The Boys' Brigade in New Zealand Inc.  
Child Protection Policy, Procedures and Safe Practices  
Compiled by ***Mallinbay Consultants***  
February 2022

# TABLE OF CONTENTS

<b>1.</b>	<b>CHILD PROTECTION POLICY OVERVIEW .....</b>	<b>1</b>
<b>2.</b>	<b>PROCEDURES DOCUMENT .....</b>	<b>1</b>
<b>3.</b>	<b>SCREENING ELEMENTS .....</b>	<b>2</b>
3.1.	Screening Elements Explained .....	3
3.2.	Role Requirements .....	6
<b>4.</b>	<b>SCREENING PROCESS.....</b>	<b>7</b>
4.1.	Screening Actions.....	7
4.2.	BB New Zealand Leadership and Administrative Staff Appointments .....	8
4.3.	Edge Workshop.....	8
4.4.	BB New Zealand Organised Activities and/or Training.....	9
4.5.	Casual Volunteers.....	9
<b>5.</b>	<b>TRAINING.....</b>	<b>10</b>
5.1.	Training on Appointment .....	10
5.2.	Ongoing Training.....	10
5.3.	Training for Helpers or Casual Volunteers.....	10
<b>6.</b>	<b>RESPONDING TO A CHILD PROTECTION CONCERN.....</b>	<b>11</b>
6.1.	Listening to a Disclosure.....	11
6.2.	After Hearing a Disclosure.....	11
6.3.	Disclosure of a Child Protection Concern Flow Chart .....	12
<b>7.</b>	<b>PROCESSING A CHILD PROTECTION CONCERN REPORT.....</b>	<b>13</b>
7.1.	Receipt of a Report.....	13
7.2.	Edge Workshops .....	13
7.3.	Process of Review .....	14
7.4.	Response Plan.....	16
7.5.	Communication and Support.....	16
7.6.	Summary of Plans Relating to a Review.....	17
7.7.	Closing a Report of Concern.....	17
<b>8.</b>	<b>OUTCOMES OF A CHILD PROTECTION REVIEW.....</b>	<b>18</b>
8.1.	Child abuse has occurred or is likely to have occurred.....	18
<b>9.</b>	<b>BREACH OF SAFE PRACTICES/INAPPROPRIATE BEHAVIOUR .....</b>	<b>18</b>
9.1.	Concern Unsubstantiated.....	18
9.2.	Processing Child Protection Concern Reports.....	19
<b>10.</b>	<b>DUTY OF CARE .....</b>	<b>20</b>
10.1.	A Safe Environment.....	20
10.2.	Risk Assessment and Management (RAM).....	20
10.3.	Children/Youth with Disabilities .....	21
10.4.	BB New Zealand Camps and Activities .....	21
10.5.	First Aid and the Administration of Medication .....	23

<b>11. TECHNOLOGY AND SOCIAL MEDIA .....</b>	<b>24</b>
11.1. Storage of Images of Child/Youth.....	24
11.2. Use of Images and Recordings of Children/Youth.....	24
<b>12. RECORDING AND STORAGE .....</b>	<b>24</b>
<b>13. MONITORING AND SUPERVISION .....</b>	<b>25</b>
13.1. Policies and Procedures .....	25
13.2. Leaders and Activities.....	25
<b>SUPPORTING DOCUMENTS AND FORMS.....</b>	<b>26</b>

# 1. CHILD PROTECTION POLICY OVERVIEW

This policy is for The Boys' Brigade in New Zealand Inc., and ICONZ, hereafter referred to as BB New Zealand.

BB New Zealand takes its responsibility to protect and nurture children/youth seriously, creating a safe and positive environment for them to grow.

In the interest of child safety BB New Zealand chooses to align with New Zealand child protection legislation.

BB New Zealand Child Protection documentation has three supporting sections which are to be read in conjunction with each other.

**Section One: Policy**

The overarching principles relating to all facets of child protection.

**Section Two: Procedures**

The processes and systems used to implement the policy.

**Section Three: Safe Practices**

The behaviours and practices expected of all adults when relating to and working with children/youth.

# 2. PROCEDURES DOCUMENT

The procedures in this document outline the processes and systems used to implement the Policy. It also identifies who has responsibility for ensuring a task is completed.

The purpose of the BB New Zealand Child Protection Policy is to promote caring attitudes and responses to children/youth and to provide principles, standards and guidelines that clearly define what action is required by all concerned to keep children/youth safe.

Implementing the Procedures outlined ensure the Purpose, Statement of Commitment and Guiding Principles are not aspirational but are clearly seen in the life of the organisation.

### 3. SCREENING ELEMENTS

Screening of BB New Zealand personnel is an important way of creating a culture of child protection, reducing risk, increasing safety and sends a message that child/youth protection is taken seriously.

SCREENING ELEMENT SUMMARY			
Element	Description	Examples/options	Related Documents
<b>Identity Verification</b>	Confirmation of the identity of the children's/youth worker.	A copy of passport, driver's licence or birth certificate.	Attach to Personal Information form.
<b>Work History</b>	Ministry and work experience. Volunteer work.	Previous ten years.	Included in Personal Information form.
<b>Child Protection Questions</b>	Related to previous behaviour with children/youth.		Included in Personal Information form.
<b>References</b>	From two referees who have known the person for more than two years.	Employer, church leader, community leader.	Instructions on Personal Information form.
<b>Police Vet</b>	Police Vetting forms are available from <a href="http://www.police.govt.nz">www.police.govt.nz</a>	BBNZ applies for this.	Instructions on Personal Information form.
<b>Interview</b>	Required for all applicants.	Questions relate to the handling of children/youth and motivation for working with children/youth.	Interview document.
<b>Child Protection Policy</b>	Read relevant sections identified for their role and sign that they agree to abide by it.	<ol style="list-style-type: none"> <li>1. Full Policy, Procedures &amp; Safe Practices.</li> <li>2. Policy Statement, Safe Practices.</li> <li>3. Specific Safe Practices.</li> </ol>	<u>For Safe Practices only:</u> Acknowledgement form with name, address and phone number.

## **3.1. Screening Elements Explained**

### **3.1.1. Appointment Form**

The appointment form will include the following:

1. Identification information and verification, work history, volunteer work history with children/youth, child protection questions and contact details of two referees.
2. Explanation of the process for the applicant to obtain a Police Vet.
3. Child Protection Policy documents that need to be read.
4. A signed agreement to abide by the Child Protection Policy.

### **3.1.2. Identity Verification**

A copy of an official document such as a passport, driver's licence or birth certificate is required to confirm the identity of the applicant which will be kept on record.

### **3.1.3. Work History**

A work history outlines the places and type of work undertaken for the past 10 years and should include:

- Employment history
- Ministry experience
- Volunteer work
- Any work with children/youth

A work history can identify indicators where a person may have taken a job with the intent purpose of gaining access to children/youth.

### **3.1.4. Child Protection Questions**

Police Vetting or Criminal Conviction History checks only identify criminal convictions. Therefore, asking a person about their behaviour toward children/youth and any concerns others have had about their behaviour is another way of reducing risk to children/youth.

Questions to include are:

1. Have you ever abused or acted inappropriately towards a child/youth? If yes, please explain.
2. Has concern ever been expressed to you about your behaviour with or towards children/youth by a recognised leader within any church or organisation? If yes, please explain.
3. Have you ever been investigated for, disciplined for or prosecuted for any instances involving any form of abuse or inappropriate behaviour with a child/youth? If yes, please explain.

### **3.1.5. References**

Two references will be required from people who have known the applicant or appointee for a minimum of two years in a leadership capacity. This includes but is not limited to a pastor, church leader, employer or community leader who the applicant has been working for or volunteering for.

Child Protection questions are included in references. Obtaining information from referees who have known a person in a professional, organisational or community setting helps build a picture of the person and may highlight areas of concern that need to be considered.

References will include the following questions relating to behaviour towards children/youth.

1. Have you ever had a concern regarding the applicant's behaviour with or towards children/youth? If yes, please explain.
2. Are you aware of any concerns having been expressed by others in a church, workplace or community, about the applicant, regarding their behaviour with or towards children/youth? If yes, please explain.
3. Are you aware if the applicant has ever been investigated for, disciplined for, or prosecuted for any instances involving any form of abuse or inappropriate behaviour with a child/youth? If yes, please explain.

### **3.1.6. Police Vetting**

The Police Vetting service requires a request application to be submitted by BB New Zealand with the consent of the applicant.

In the Supporting Documents there are the following documents:

- A guide to completing a Police Vetting request and consent form (Word and pdf formats).
- Police Vetting Service (PVS) vetting request and consent form (Word and pdf formats).
- Police Vetting process flow chart and cost recovery guide.

### **3.1.7. Interviews**

Interviews of applicants or appointees are a valuable tool to discuss the position applied for, learn more about the applicant and communicate BB New Zealand policy relating to providing a safe place for children/youth.

If possible, it is helpful to have more than one person interview an applicant to share perceptions and bring a second opinion.

#### **During an interview:**

1. Verify information supplied on the application/appointment form.
2. Discuss the applicant's work and volunteer experiences.
3. Explore anything that looks out of the ordinary, such as frequent changes in employment or residence, accepting positions at a substantially lower salary or any discrepancies between what is on the application and what the applicant or references report.
4. Determine how responsible the applicant has been in other work with children/youth.

5. Ask questions to explain how they demonstrated good judgment when making decisions.
6. Ask directly if anyone has ever made complaints about their interactions with a minor, or if they have ever been reprimanded because of their conduct.
7. Ask questions to determine if the applicant possesses various performance skills needed by those who work with children/youth, such as teachability, policy adherence, patience and boundaries.
8. If it becomes apparent through the interview that the applicant has been involved in child abuse of some form in the past, the interviewers are to notify the National Director.

### **Sample Interview Questions Relating to children**

1. What is your motivation for the position you are interested in?
2. What training and experience do you have to work with children/youth? (or specifically for the age group identified).
3. What ages of children/youth do you prefer to work with and why?
4. What ages of children/youth do you not work well with and why?
5. Are there any types/groups/social backgrounds of children/youth that you prefer to work with and why?
6. What types/groups/social backgrounds of children/youth do you not work well with and why?
7. Please explain what you would consider to be good standards of safety in relation to working with children/youth, both personally and professionally?
8. Please give examples of how you have demonstrated healthy boundaries with children/youth.
9. When caring for a child/youth, what would you do if you noticed marks on a child such as bruises or bites?
10. Stressful situations can easily arise when working with children/youth. Please give examples of how you have handled stressful situations with children/youth?
11. What would you consider to be healthy and appropriate behaviour management of children/youth?
12. This is a personal question but important in regard to working with children/youth: Have you experienced abuse as a child? If yes, please explain how this has been resolved (e.g. counselling, etc).
13. You have answered all the questions in the application form regarding child protection and morals. Is there anything else you need to let us know, or would like to add about these issues?
14. I must ask you this: Have you ever abused a child/youth or been accused of abusing a child/youth in any way?

#### **3.1.8. Signed Agreement**

The applicant/appointee will be provided with a copy of the BB New Zealand child protection policy, asked to read the relevant sections identified for their role and sign that they agree to abide by it.



### 3.2. Role Requirements

PERSONNEL		SCREENING ITEM							POLICY DOC with signed agreement		
		<i>Identity Verification</i>	<i>References</i>	<i>Police Vet/Criminal Background Check</i>	<i>Work &amp; Volunteer History</i>	<i>Interview</i>	<i>Child Protection Questions</i>	<i>Executive Board Endorsement</i>	<i>Policy, Procedures &amp; Safe Practices</i>	<i>Policy &amp; Safe Practices</i>	<i>Specific Safe Practices &amp; Acknowledgement Form</i>
BB Leadership & Administration	Executive Board	•	•	•	•	•	•	•	•		
	National Director Executive Officer Development Managers Area Facilitators Admin Staff	•	•	•	•	•	•	•	•		
Edge Workshop	BB Leaders	•	•	•	•	•	•	•	•		
	Helpers	•	•	•	•	•	•	•	•		
BB Organised Activities & Training	BB Leaders	•	•	•	•	•	•	•	•		
	Unit Leaders	•	•	•	•	•	•	•	•		
Volunteer helpers and Casual helpers	Staying overnight with children <b>3 nights or more</b>	•	•	•	•		•			•	
	Staying overnight with children - <b>1 or 2 nights</b>										•
	Supervision										•
	Transporting children/youth										•

## 4. SCREENING PROCESS

The National Director or their delegate is responsible to ensure that personnel are appropriately screened according to the role or function they will be involved in.

All screening items must be completed and reviewed before an appointment is finalised.

The "Role Requirements" table (3.2) identifies screening items that are needed for the various roles.

### 4.1. Screening Actions

1. Explain the screening process and requirements to the prospective appointee.
2. Provide all appropriate screening documents to the prospective appointee.
3. Monitor the prospective appointee's progress through the process to ensure all aspects are completed.
4. Send the reference forms to the identified referees.
5. Review all documents when received look for the following:
  - any missing or incomplete information, such as phone numbers or addresses.
  - excessive involvement with children/youth rather than with adults. Often offenders spend all their time with children/youth and have very little involvement with adults.
  - a pattern of changing employment frequently (within two years). Offenders may move employment when questions are beginning to be asked regarding their behaviour.
  - a job taken below a person's qualifications or experience level with the express purpose to have access to children/youth.
  - discrepancies between information provided in the application form and references.
  - any concerning behaviours or character issues.
6. If there are concerns identified in the documents determine if they affect the appointment in any way.
7. Notify the appropriate leaders when the screening is completed and discuss any areas of concern.

## **4.2. BB New Zealand Leadership and Administrative Staff Appointments**

The screening process in this section applies to the appointment of BB New Zealand leaders and staff who are in paid, voluntary, full-time or part-time roles.

**The National Director or delegate is responsible to:**

1. Explain BB New Zealand's commitment to providing a safe environment for children/youth which includes a screening process.
2. Ensure the appointee/applicant is provided with the appropriate documentation for screening.
3. Ensure the process of screening is completed.
4. Ensure an interview is undertaken to discuss the role and Child Protection Safe Practices.

**Screening elements included are:**

1. Application/Appointment form which includes identity information and verification, work history, volunteer work history with children/youth, Child Protection questions and contact details of two referees.
2. Police Vet.
3. Interview.
4. Full Child Protection Policy documents to be read.
5. Signed agreement to abide by the Child Protection Policy.

## **4.3. Edge Workshop**

Personnel involved in an Edge Workshop must be screened according to the BB New Zealand Child Protection Policy.

The leader of an Edge Workshop is responsible to ensure all leaders and helpers involved in the workshop are screened appropriately (see 3.10 Role Requirements).

**The Edge Workshop leader is responsible to:**

1. Explain BB New Zealand's commitment to providing a safe environment for children/youth which includes a screening process.
2. Ensure the prospective leader or helper is provided with the appropriate documentation for screening.
3. Ensure the process of screening is completed.
4. Submit all documents to the National Director or their delegate.
5. Request Police Vetting from the National Office.

**Screening Elements for Edge Workshop personnel**

1. Application/Appointment form which includes identity information and verification, work history, volunteer work with children/youth, Child Protection questions and contact details of two referees.
2. Police Vet.
3. Child Protection Policy (Policy Statement and Safe Practices) to be read.

4. Signed agreement to abide by the Child Protection Policy.

#### **4.4. BB New Zealand Organised Activities and/or Training**

BB New Zealand organised activities or trainings may include but are not limited to camps, leadership development training, training events.

1. Leaders and helpers at any BB New Zealand organised activity or training must be screened according to BB New Zealand Child Protection Policy (see 3.10 Role Requirements).
2. If a person has been screened by their BB New Zealand Unit, the screening documents are to be provided to the National Director. Elements of the BB New Zealand child protection screening process that have not been undertaken will be required.
3. A ratio of 2:1 fully screened BB New Zealand personnel to minimally screened volunteers is required at all BB New Zealand activities.

#### **4.5. Casual Volunteers**

At times volunteers are needed to help with a particular activity but are not regularly involved. The leader in charge of the activity is responsible to ensure the appropriate level of screening is undertaken as listed below.

##### **4.5.1. Volunteers for a day activity or supporting role**

(e.g. transporting children/youth, providing supervision).

- Personal Information form which includes identity information and verification.
- Child Protection Policy and Safe Practices (activity appropriate) to be read.
- Signed agreement to abide by the Policy and Safe Practices.

##### **4.5.2. Staying overnight with children (1 -2 nights only)**

(e.g. camps)

- Personal Information form which includes, identify information and verification, child protection questions.
- Child Protection Policy and Safe Practices (activity appropriate) to be read.
- Signed agreement to abide by the Policy and Safe Practices.

##### **4.5.3. Staying overnight with children (3or more nights)**

- Personal Information form which includes, identify information and verification, reference, work and volunteer history, child protection questions.
- Police Vetting.
- Child Protection Policy and Safe Practices (activity appropriate) to be read.
- Signed agreement to abide by the Policy and Safe Practices.

**The Leader in charge of an activity is responsible to:**

1. Explain BB New Zealand's commitment to providing a safe environment for children/youth.
2. Give the volunteer the appropriate forms and documents to read and sign.
3. Give all completed screening documents to the National Director or their delegate.

## **5. TRAINING**

Training of workers significantly helps reduce risk to children/youth. When child protection is clearly understood and regularly discussed, a culture of child protection is built and maintained.

The National Director is responsible for ensuring training and upskilling is in place for each area as detailed below.

### **5.1. Training on Appointment**

Every person appointed as Staff and/or to a position of leadership are to complete Child Protection Training.

Content will include but is not limited to:

1. Awareness of child/youth protection issues.
2. Child Protection Policy content and purpose.
3. Specific procedures.
4. Safe Practices regarding behaviour towards children/youth.

### **5.2. Ongoing Training**

Ongoing training of staff and leaders will ensure that Child Protection becomes a part of the life of the organisation.

1. Refresher training will be given to all staff and leaders at least every two years.

Topics could include:

- Review of Policy documents.
- Ensuring Procedures are being carried out.
- Addressing specific issues relating to their department.
- Child Protection Plan for various activities is updated.

2. Child Protection topics will be discussed regularly at all leadership and team meetings.

Topics to be discussed will include but is not limited to:

- Implementation of the Policy for their areas of responsibility.
- Child Protection Procedures for a specific activity.
- Child Protection Concerns.
- Improvements or changes as needed.

### **5.3. Training for Helpers or Casual Volunteers**

People who volunteer to help with a specific activity will be:

1. Informed of the Child Protection Safe Practices and/or Procedures required for the activity prior to the activity.
2. Receive a copy of relevant Safe Practices.

The leader of the activity is responsible to ensure this training occurs.

## 6. RESPONDING TO A CHILD PROTECTION CONCERN.

### 6.1. Listening to a Disclosure

1. **Find** a private, quiet place to talk with the person.
2. **Listen** to the person, closely observing their presentation and behaviour.
  - Actively listen to what is being told to you
  - Do not push the child/youth to share more than he/she is willing
  - Give them your full attention - do not answer your mobile phone
3. **Encourage** the person to tell you as much as they are able.
  - Encourage them to keep sharing
  - Only use open ended questions
  - Do not put ideas into their mind
4. **Tell** them know that you take what they are saying seriously.
5. **Reassure** the person that you will do your best to support him/her.
  - Tell the person there is help available
6. **Do not promise** to keep what the person tells you a secret.
7. **Let them know** that you will need to tell someone else to ensure that the best help is available for them.
8. **Inform them** of the steps you will take and what will happen next.

### 6.2. After Hearing a Disclosure

1. **Determine** the person's immediate need for safety.
2. **Complete** a Child Protection Concern form.
  - Fill in the form as soon as possible after the disclosure.
  - Write down the date and **actual words** used in the disclosure (both the person's and yours).
  - The person's first statements have significant forensic importance.
  - Do not write down your opinions, assumptions or judgements.
3. **Report** to the appropriate authority as soon as possible or within 24 hours.
  - A direct leader or the National Director.
  - For Edge Workshops also notify the school Principal.
4. **Do not** talk to the alleged offender.
  - This is the responsibility of either law enforcement or organisational leadership.
5. **Report back** to the person sharing the concern with you about the steps you have taken.

*Please Note: The responsibility for investigating allegations of abuse from a disclosure or from a concern lies with the BB New Zealand leadership.*

### 6.3. Disclosure of a Child Protection Concern Flow Chart



## 7. PROCESSING A CHILD PROTECTION CONCERN REPORT

On receipt of a Child Protection Concern report, the National Director is responsible for processing the report.

All Child Protection Concern reports will be reviewed no matter how seemingly small or insignificant, or who is involved in the report.

An alleged offender will **not** be advised of any allegations at this time.

Legal counsel or professional advice may need to be sought regarding the report from the Police or Oranga Tamariki.

### 7.1. Receipt of a Report

Reports of Concern will be processed **within 5 days** of receipt of the concern.

The National Director will:

1. Read the Child Protection Concern form carefully.
  - Talk to the person submitting the report if clarity is needed
  - Consult the Child Protection Policy, Procedures and Safe Practices and other documents relevant to the report
  - Attend to any immediate safety concerns regarding the child/youth
  - Determine the process for notifying parents if a child/youth has been harmed
2. Inform the Executive Board of the report and the nature of the report.
3. Record information provided.
  - Log of events: A record of notifications, communication, events in chronological order, etc.
  - Statement of Knowledge: A collation of all information received.
    - Include personal details available relating to each person named in the report (e.g. date of birth, parents, siblings, etc.)
    - List behaviours of all parties mentioned in the report
  - Store any documents received in a secure location (e.g. Child Protection Concern Report).
4. Decide on an appropriate team for processing the report. The team will consist of at least two people including the National Director.

### 7.2. Edge Workshops

If a child safety concern is received relating to a person involved in an Edge Workshop the School Principal will be notified immediately.

BB New Zealand and the school will work together to determine the appropriate process forward. This will be determined by who the report relates to.

- School related – child or adult from the school either victim or alleged offender.
- BB New Zealand related – BB New Zealand personnel named as the alleged offender. BB New Zealand personnel will be held accountable to the BB New Zealand Child Protection Policy.



## 7.3. Process of Review

The review will be undertaken by the appointed Review Team. The purpose of the review is to look closely at the information received and determine further response.

### 7.3.1. Collate Information

1. Ensure you have all the relevant personal details of those named in the report (e.g. date of birth, etc.). Identify and fill in any gaps in the personal information in the Statement of Knowledge.
2. Victim/s  
For each victim, list each occurrence of harm in chronological order.
  - Name of victim
  - Date and time
  - Name of alleged offender
  - Harm experienced
  - Location
  - Others present
  - Impact or result of harm
  - Other information provided
3. Alleged Offender/s  
For each alleged offender, list each behaviour causing harm in chronological order.
  - Name of alleged offender
  - Date and time
  - Specific behaviour towards victim
  - Location
  - Others present
  - Other information provided

### 7.3.2. Clarify Information

There may be information provided in the Report of Concern that would be helpful to clarify. This should be done with utmost discretion and only if it will not cause more harm to a victim or affect legal proceedings.

The following information may need clarifying.

1. Who was there?
  - Full names of those involved
  - Why were they there?
2. Where did this take place?
  - Date, time and place of any event
3. Why did this event happen?
  - What or who instigated this event?
4. What happened? What behaviours were exhibited?
5. Were there any outcomes you are not sure about?
6. Are there others who may be affected? (Family members, friends, youth group members)

## **Actions to Clarify Information**

Consider the best way to gain information. This may include talking to a person named in the report.

1. Choose a review team member to talk to the person.
2. Plan and write questions that need clarifying.
  - What have you observed?
  - What have children/youth told you?
  - Can you explain what was said and done from the beginning?
3. Ask about each person's involvement specifically.
4. Write down the information you have learned to report back to the review team.

### **7.3.3. Evaluate the Information**

1. Patterns of behaviour
  - Determine if there are patterns of behaviour (time frame, frequency, circumstances around the incidents).
  - Determine who was involved, frequency, specific behaviours etc.
2. Harm caused to the victim
  - List any harm that a child/youth experienced
  - List any potential harm that a child/youth may experience
  - Identify any potential risks for a child/youth (e.g. situations, environment, or behaviour)
  - Identify factors in the victim's life that may be protective factors (e.g. supportive parents)
3. Apply Definitions of Abuse and Safe Practices from the Policy:
  - Identify behaviour that fits a description of child abuse in the policy or applies to Safe Practices?
  - Match the definitions with the behaviour reported
  - Record the findings in the Statement of Knowledge
4. Identify actions needed to complete the review.

Ideas to consider:

  - What professional services should you contact for advice?
  - Identify others who may have additional information (e.g. leaders, etc.)
  - Is it appropriate or necessary to talk to the person who gave the report for clarification? This does not include the alleged victim
  - Write questions or information you need clarified
  - Talk to the victim to clarify their report (why/why not?)
  - Do family members need to be contacted? (why/why not?)
  - Identify organisational processes, etc. that could have contributed to the situation, or that may need improving in the future
5. Determine outcomes from Procedures 8.1
6. Consider safety measures and support that may be needed for a victim/s and their families.
7. Consider support needed for alleged offenders and their families.

## 7.4. Response Plan

At the conclusion of the review the Review Team will:

1. Write a Response Plan to be presented to the National Director and Executive Board.
2. Discuss the Review findings and Response Plan with the National Director and Executive Board.
  - Discuss the plan and further actions needed
  - If any changes to actions and procedures are recommended, make recommended changes to the Response Plan
3. Ensure Action Plans are communicated with the appropriate personnel and actioned.
4. Finalise and collate all documentation (Log of Events, Statement of Knowledge, reports, etc.).
5. Store all Child Protection Review documentation in the designated secure location.

## 7.5. Communication and Support

Communicating the findings of the review to the appropriate people is important. Each group of people will have different information that needs to be communicated with them.

### 7.5.1. The Victim

Communicating with a victim (and family if appropriate) is important to ensure they have a sense of control and also have input into what is happening.

Discuss with the victim and their family the outcome of the review and actions being taken such as reporting to the Police or Oranga Tamariki.

1. Talk with the victim about their needs and how BB New Zealand can help to meet these.
2. Create a Safety Plan addressing the needs of children/youth and their family. This may be written with input from authorities.
3. Ensure there is an appropriate support system to meet the ongoing needs of the victim and family.

### 7.5.2. The Alleged Offender

An alleged offender and their family require support as they face the impact of the situation.

1. Discuss with the alleged offender the outcome of the review. Direction from the Police or Oranga Tamariki will determine when this happens and what can be shared.
2. Identify the needs of the alleged offender and their family and ensure an appropriate support system is put in place.

### **7.5.3. BB New Zealand Community**

The Executive Board will determine appropriate information to be shared with the BB New Zealand community. This will be in accordance with the Privacy Act.

The following will be taken into consideration with the safety and wellbeing of children/youth being the guiding factor.

1. The people who have been affected by the report.
2. How widely the situation is known.
3. Respecting the privacy of both the victim and alleged offender.

## **7.6. Summary of Plans Relating to a Review**

Templates for each Plan can be found in the Supporting Documents.

Response Plan	Collates the information and findings of a Review.
Safety Plan for children/youth	Addresses the needs of children/youth and may be written with input from authorities.
Action Plan	Addresses the breach of Policy by an adult.
Monitoring Plan	Monitors behaviour of the adult.
Organisational Improvement Plan	Addresses improvements to the Policy, Procedures and Safe Practices.

## **7.7. Closing a Report of Concern**

The National Director and Executive Board will:

1. Ensure documents are placed in a secure location.
2. Update the Policy, Procedures, and Safe Practices with improvements identified in the Organisational Improvement Plan.
3. Monitor the Response Plan and other plans relating to the concern.
4. Debrief with the review team regarding the process and personal impact.
5. The National Director and Executive Board are responsible to implement the outcomes of the review.

## **8. OUTCOMES OF A CHILD PROTECTION REVIEW**

### **8.1. Child abuse has occurred or is likely to have occurred.**

The Police or Oranga Tamariki will be notified if the outcome of the review determines that child abuse has occurred or is likely to have occurred, or there is a serious concern for a child/youth's safety and wellbeing.

If an allegation of child abuse is reported regarding BB New Zealand personnel they may be suspended from their position, pending investigation, for their protection and that of children/youth (Policy Section 11.2.2).

Conviction of child abuse or related offences by BB New Zealand personnel will result in the termination of their employment or position (Policy Section 11.2.1).

For the victim, a Safety Plan will be created addressing the needs of children/youth and their family. This may be written with input from authorities.

## **9. BREACH OF SAFE PRACTICES/INAPPROPRIATE BEHAVIOUR**

1. The behaviour reported breach Safe Practices.
2. Inappropriate behaviour is behaviour that does not meet the definition of abuse but are harmful to children.

Behaviour that breaches BB New Zealand Safe Practices may result in a person's access to children/youth being limited (Policy section 11.4.2).

An Action Plan will be created for the offender that addresses the breach and to provide accountability, mentoring, and counselling to overcome both the behaviour and its causes.

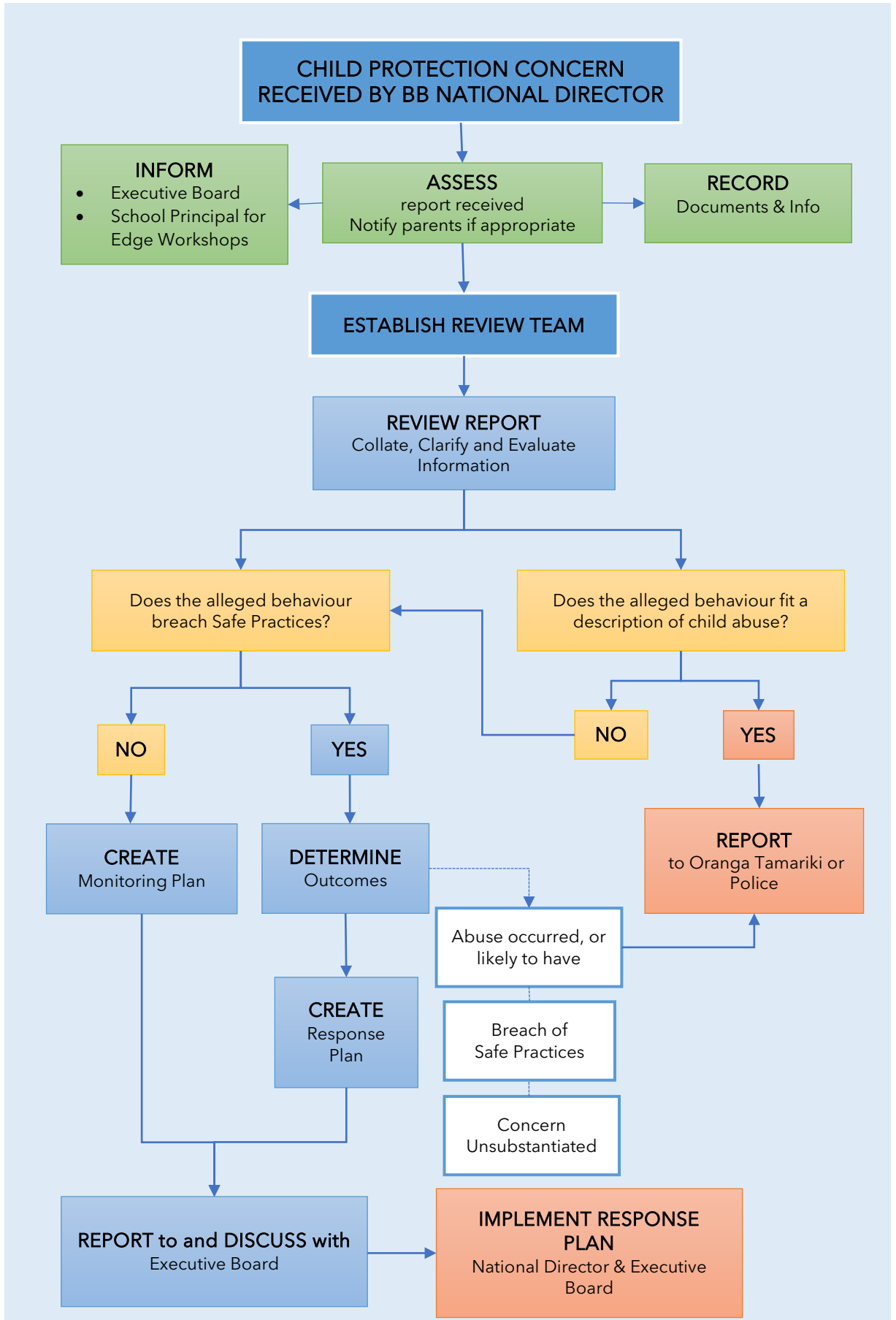
A Safety Plan will be created for the victim/s addressing their needs and that of their family.

### **9.1. Concern Unsubstantiated**

The behaviours reported do not meet the definitions of abuse and/or there has not been a breach of Policy.

Create a Monitoring Plan to ensure the safety of children/youth and to monitor the behaviour of the BB New Zealand personnel and volunteers.

## 9.2. Processing Child Protection Concern Reports



## 10. DUTY OF CARE

The leader for each activity is responsible to ensure that the activities and premises are safe. Below is a list of items that apply to various activities.

### 10.1. A Safe Environment

#### 10.1.1. An Open Environment

Activities with children will be done in an open environment to which parents, caregivers and other leaders have free access. Visitors however will not be allowed free access to children/youth without the supervision of staff or leaders.

#### 10.1.2. Drug and Alcohol Free

All BB New Zealand activities will be drug and alcohol free.

#### 10.1.3. Signing In and Out of Programmes

Children under the age of 14 *must* be signed into and out of any programme run by BB New Zealand by a parent or approved caregiver.

Participants attending BB New Zealand activities will be registered.

No child may leave a programme until they are returned home or collected by their parent or an approved caregiver.

#### 10.1.4. Child/Youth Care Ratios

Children/youth on BB New Zealand organised camps/sleepovers and events will be properly supervised in teams with a ratio of no less than **one leader to every four children/youth**.

*Please note Safe Practices section 3. Visibility and Overcoming Isolation.  
"Having at least two unrelated adults present in work with children/youth."*

### 10.2. Risk Assessment and Management (RAM)

RAM reports have the following purpose:

1. To identify risks, potential hazards and determine causes, and then exploring how these can be eliminated, isolated or minimized.
2. To decide and clearly document what action will be taken to achieve the above.
3. To identify what Policies and Safe Practices need to be implemented, or the leadership needs to become familiar with, to ensure that the above is enforced.
4. To document how this will be monitored.

#### 10.2.1. Standard RAM Report - Regular Events

Only one RAM report needs to be completed for each ongoing/regular BB New Zealand event.

This will be a one-off report that can be reviewed at regular intervals at leader's meetings. This is called a Standard RAM Report, as they cover regular BB New Zealand activities.

### **10.2.2. Specific RAM Report - One-off Events**

These are specifically for outings, trips, camps and special one-off events. Big events, one-off events, and camps will all require a specific RAM Report.

## **10.3. Children/Youth with Disabilities**

Children/youth with disabilities are a valuable part of BB New Zealand life.

A Safety Plan will be written for each child/youth with a disability who regularly attends a BB New Zealand activity. This is the responsibility of the department leader and will be written in conjunction with the parents/care givers.

The purpose of the Safety Plan is to ensure the needs of the child/youth are met and appropriate support put in place. The Safety Plan will identify areas that need special attention such as medical, physical, communication, behavioural, etc.

The UN Convention on the Rights of Persons with Disabilities states:

(Article 7.1) Parties shall take all necessary measures to ensure the full enjoyment by children/youth with disabilities of all human rights and fundamental freedoms on an equal basis with other children/youth.

(Article 7.2) In all actions concerning children/youth with disabilities, the best interests of the child/youth shall be a primary consideration.

## **10.4. BB New Zealand Camps and Activities**

The leader in charge of the activity is responsible to follow the Procedures and inform the team members. The leader is also responsible to be aware of and follow the appropriate Safe Practices.

### **10.4.1. Prior to Leaving**

1. Gain approval from the National Director for all away from premises and overnight activities.
2. Complete a Specific RAM Report.
  - Address issues arising and fulfil all requirements
    - Health and Safety rules of the camp to be considered, communicated and followed
    - First Aid equipment and expertise are present
    - Transport plans are in place
    - Food safe hygiene practices and equipment are available and in place.
    - Care regarding adequate and safe lighting, sound levels, the safe transporting and moving of equipment must also be considered
    - Identify any health requirements of children/youth.
  - Submit the RAM Report to the National Director and discuss safety measures in place
3. Ensure that an incident register accompanies the group and is kept with the first aid equipment.
4. Ensure there is an appropriate ratio of adults to children/youth and there is an appropriate mix of female and male adults.
  - Staff and leaders will supervise children/youth of the same gender and where possible there will be two leaders per dormitory



5. Organise sleeping and living arrangements.
  - Children/youth are not allowed to share a bed with another camper or with a leader
  - Children/youth of the opposite gender will not share a bedroom/dormitory
  - Access to bathrooms, toilets or bunkrooms of the opposite gender is not allowed by staff, leaders or campers

### **For Parents**

1. Provide parents with written information about the away/overnight activity.
2. Obtain written parental consent for:
  - Overnight stays and day trips
  - Travel arrangements
  - Administration of emergency first aid or other medical treatment should the need arise
3. Obtain health and safety information from parents relating to their child/youth.

### **For Team Members**

1. Screen and vet all helpers appropriately.
2. Meet with all leaders and helpers to discuss the unique risks for the activity, review specific Policies, Procedures and Safe Practices.

### **10.4.2. On the Trip**

1. Ensure activities and free time are supervised well.
2. Assign each leader/helper with a specific group of children/youth to supervise. Each leader/helper should maintain a roll sheet of all people in the group. Head counts and roll checks should be conducted often throughout the time.
3. Assign leaders/helpers to high-risk areas such as bathrooms, entrances, pools, etc. to conduct periodic 'walk-throughs', preferably in pairs.
4. During the night regularly check the safety of children/youth. When performing room checks leaders/helpers should always go in pairs.
5. Ensure health risks of individual children/youth are addressed.
6. Keep a written record in the incident register of any injury or accident that occurs, along with details of any treatment given.
7. Notify parents/carers of any accident or injury involving their child/youth as soon as practicable.

### **10.4.3. After the Trip**

1. Ensure all children/youth have been returned to their families.
2. Debrief with the team regarding Child Protection and Health and Safety issues.
3. File a written report of any injuries, accidents or Child Protection Concerns to the National Director.

## **10.5. First Aid and the Administration of Medication**

Some children/youth may need medication to be administered while in the care of BB New Zealand. In circumstances where children/youth need medication regularly a Health Care Plan should be drawn up to ensure the safety and protection of children/youth and staff/leaders.

With the permission of parents or caregivers, children/youth should be encouraged to self-administer medication or treatment including, for example any ointment, sunscreen or use of inhalers.

### **10.5.1. Administering First Aid**

When administering first aid adults should:

1. Make other adults aware of the task being undertaken
2. Explain to the child/youth what is happening
3. Always act and be seen to act in the child/youth's best interests
4. Report and record any administration of first aid or medication in the incident register
5. Inform parents that first aid has been administered

### **10.5.2. First Aid Training**

BB New Zealand administration is to ensure there are enough trained individuals to undertake first aid responsibilities by:

1. Annually compiling a list of trained first aid personnel
2. Training additional personnel in first aid if required

## **11. TECHNOLOGY AND SOCIAL MEDIA**

Technology and social media include but is not limited to the wider use of technology such as mobile phones, text messaging, e-mails, digital cameras, videos, webcams, websites, blogs, social networking sites, etc.

### **11.1. Storage of Images of Child/Youth**

1. BB New Zealand ensures technology is in place which protects and prevents access to electronic storage media.
2. Images or recordings of children/youth taken at BB New Zealand activities and events will be stored safely in a central storage location and will not be kept on personal mobile phones/cameras/devices.
3. Leaders or their delegate are responsible to ensure photos and recordings of children taken at events are stored safely in the BB New Zealand central storage location.

### **11.2. Use of Images and Recordings of Children/Youth**

1. Written or electronic permission is needed from parents/caregivers to use images or recordings of children/young people on any public presentation or social media site.
2. This will be obtained annually from parents/caregivers and updated when new children/youth attend.
3. Easily identifiable information such as names, addresses, dates, locations will not be used when posting images of children/youth.
4. The National Director or their delegate is responsible to determine when and where photos and recordings of children/youth can be used for BB New Zealand promotional activity.

## **12. RECORDING AND STORAGE**

It is the responsibility of the National Director to ensure child protection related documents are stored safely.

Documents that are sensitive and private in nature relating to child protection information, and are stored electronically, will be safeguarded in a password protected file/folder.

Physical documents (e.g. printed) that are sensitive and private in nature relating to child protection information, will be stored in a secure location.

## **13. MONITORING AND SUPERVISION**

### **13.1. Policies and Procedures**

Policies, Procedures and Safe Practices remain effective only if they are regularly monitored and reviewed to ensure that they are still applicable and relevant.

The National Director has the responsibility to monitor the implementation and ongoing outworking of the Policy. This includes the written Policy and the practical outworking of the Policy in BB New Zealand related activities.

### **13.2. Leaders and Activities**

To reduce the risk of harm to children/youth, leaders shall regularly monitor all areas where children/youth and adults are together.

## **SUPPORTING DOCUMENTS AND FORMS**

*The documents and forms listed below support the Procedures and are provided in the Supporting Docs folder.*

### **Screening**

1. Appointment Form
2. Existing Personnel Screening Form
3. Helpers for One-off Activity Form
4. Reference Form
5. Police Vetting
  - a. Request and consent form
  - b. Record billing details - NZ registered charity
  - c. User guide to police vetting
  - d. Vetting process flow chart

### **Training**

1. How Can I Tell - Recognising Child Abuse
2. Six Stages of Grooming

### **Report of Concern**

1. Child Protection Concern Form
2. Log of Events Form
3. Statement of Knowledge Form
4. Response Plan Form
5. Safety Plan Form
6. Organisational Improvement Plan
7. CP Concern Flow Chart

### **Duty of Care**

1. RAM Report for Activity



# Child Protection Safe Practices

February 2022



The Boys' Brigade in New Zealand Inc.  
Child Protection Policy, Procedures and Safe Practices  
Compiled by ***Mallinbay Consultants***  
February 2022



## TABLE OF CONTENTS

1.	CHILD PROTECTION POLICY OVERVIEW .....	1
2.	SAFE PRACTICES DOCUMENT .....	1
3.	VISIBILITY AND OVERCOMING ISOLATION.....	2
4.	ACCOUNTABILITY .....	2
5.	TOUCH.....	3
6.	VERBAL INTERACTION .....	4
7.	DIFFERENTIAL TREATMENT & GIFTS OR REWARDS.....	4
8.	PERSONAL CARE .....	5
9.	BEHAVIOUR MANAGEMENT.....	6
10.	TECHNOLOGY AND SOCIAL MEDIA.....	7
10.1.	Maintain Appropriate Digital Communication Boundaries.....	7
10.2.	Limit Individual Communication with Children/Youth .....	8
10.3.	Images and Recordings will Protect Privacy and Identity .....	8
10.4.	Films or Screened Material.....	8
11.	TRANSPORTING CHILDREN/YOUTH .....	9
11.1.	Driver's Responsibilities .....	9
11.2.	Vehicles and Insurance .....	9
11.3.	Buses .....	9
12.	DISCLOSURE OF A CHILD PROTECTION CONCERN.....	10
12.1.	Listening to a Disclosure.....	10
12.2.	After Hearing a Disclosure.....	10
12.3.	Disclosure of a Child Protection Concern Flow Chart.....	11
12.4.	Child Protection Concern Form .....	12



# 1. CHILD PROTECTION POLICY OVERVIEW

This policy is for The Boys' Brigade in New Zealand Inc., hereafter referred to as BB New Zealand.

BB New Zealand takes its responsibility to protect and nurture children/youth seriously, creating a safe and positive environment for them to grow.

In the interest of child safety BB New Zealand chooses to align with New Zealand child protection legislation.

BB New Zealand Child Protection documentation has three supporting sections which are to be read in conjunction with each other.

**Section One: Policy**  
The overarching principles relating to all facets of child protection.

**Section Two: Procedures**  
The processes and systems used to implement the Policy.

**Section Three: Safe Practices**  
The behaviours and practices expected of all adults when relating to and working with children.

## 2. SAFE PRACTICES DOCUMENT

The Safe Practices in this document outline the behaviours and practices that are expected of all adults when relating to and working with children/youth as part of BB New Zealand.

Maintaining Safe Practices helps to keep oneself and co-workers safe from false allegations. Adults are expected to interact with children/youth in a mature, capable, safe, caring and responsible manner.

Parents and families have the right to expect those working with their children and young people to behave responsibly and in accordance with Safe Practices.

### **BB New Zealand personnel are responsible to:**

1. Be familiar with BB New Zealand Safe Practices.
2. Safeguard and promote the welfare of children/youth.
3. Maintain appropriate boundaries with children/youth.
4. Ensure their own behaviour is above reproach.
5. Take responsibility for their own actions.
6. Stop any contact immediately if a child/youth reacts uncomfortably.
7. Ensure they do not use their position to:
  - intimidate, bully, threaten, or coerce a child, or
  - form or promote relationships which are of a sexual nature, or which may become so.

### **3. VISIBILITY AND OVERCOMING ISOLATION**

**Be visible to other adults when working with children/youth.**

1. Planning activities in areas where other adults are present.
2. Planning activities at a time when other activities are occurring.
3. Using rooms that have windows when working with children/youth.
4. Keeping doors open when working with children/youth in a room.

**Avoid being alone with children/youth.**

1. Ensuring interactions are not done in isolation.
2. Having at least two unrelated adults present in work with children/youth.
3. Having an adequate number of adults to supervise children/youth events, especially overnight activities.
4. Dropping off siblings last in a carpool or take your own child along when providing transport.

**Maintain visibility and avoid isolation in homes.**

1. Talking to children/youth outside if home alone.
2. Interacting with children/youth in public living spaces such as lounge, dining room.
3. Not taking children to your own bedroom or enter children's bedrooms.
4. Always be visible to other adults when interacting with children/youth in your home.

### **4. ACCOUNTABILITY**

**Always be accountable to other adults regarding your interactions with children/youth.**

1. Giving and accepting feedback from others to maintain a high level of professionalism and integrity in interactions with children/youth.
2. Monitoring each other's interactions with children/youth helping each other by pointing out anything that could be misinterpreted or misunderstood.
3. Informing parents of planned activities with their children.

**When counselling or having a private meeting with a child/youth:**

1. Meet in a private but open area such as an office with a window or with the door open, or outside.
2. Meet when another adult is in close vicinity and is aware the meeting is occurring.

**Emergency or unavoidable situations.**

If a situation arises when it is unavoidable to be alone with a child:

1. Record what happened and why.
2. Report to a senior leader or another leader.
3. Notify parent/caregivers as soon as practicable.

## 5. TOUCH

Touch is important in the development of a child/youth, but physical contact needs to be appropriate.

### **Touch will always communicate respect for the child/youth**

This can be achieved by ensuring that:

1. Touch will be open rather than secretive and not done in isolated areas.
2. Touch will be in response to the need of the child/youth and not to the need of the adult.
3. Touch will generally be initiated by the child/youth rather than the adult. It shall be with the child/youth's permission and any resistance shall be respected.
4. Touch will be appropriate to their age, gender, ethnicity and background.

### **Appropriate Touch**

1. Side hugs, shoulder-to-shoulder hugs.
2. Pats on the shoulder or back.
3. Handshakes.
4. High-fives and hand slapping.
5. Pats on the head (when culturally appropriate).
6. Touching hands, shoulders, arms.
7. Arms around shoulders.
8. Holding hands (with smaller children in escorting situations).

### **Inappropriate Touch**

1. Any touch that is unwanted by the child/youth.
2. Touching knees or legs.
3. Full frontal hugs.
4. Kisses on the mouth.
5. Holding older children on the lap.
6. Any frequent physical contact or for an extended time (e.g. wrestling, piggyback rides, tickling).
7. Allowing a child/youth to cling to an adult's leg.
8. Any type of massage given by a child/youth to an adult.
9. Any type of massage given by an adult to a child/youth.
10. Touching any parts of the body that a bathing suit would cover (e.g. bottoms, chest or genital area).

## **6. VERBAL INTERACTION**

Words shall be used to support and encourage a child/youth.

1. Appropriate communication with children includes but not limited to compliments, encouragement, praise, questions and appropriate jokes.
2. Inappropriate communication with children includes but not limited to threats, bullying, offensive remarks about the child and their family and sexually suggestive comments.

## **7. DIFFERENTIAL TREATMENT & GIFTS OR REWARDS**

Children/youth will be treated equally. This can be achieved by:

1. Valuing all children/youth.
2. Giving positive attention and recognition to all children/youth for their achievements.
3. Ensuring all selection processes which concern child/youth are fair and wherever practicable are undertaken and agreed by more than one member of staff.
4. Avoiding favouring or excluding children/youth, such as:
  - Intentionally ignore or leave a child/youth/young person out of an activity regularly
  - Withholding of attention to a child/young person while lavishing attention on another

**Gifts and rewards shall be:**

1. Given to an individual as part of an agreed reward system to support positive behaviour or recognise achievements.
2. Of insignificant value.
3. Given openly.
4. Fair and not showing favouritism.
5. Undertaken and agreed upon by more than one leader or team member.

Gifts and rewards are a great way to recognise achievement, encourage participation, support positive behaviour, etc. But these can also be misinterpreted by others as a gesture to bribe or "groom" a young child/youth.

## 8. PERSONAL CARE

There are occasions where there will be a need for an appropriate level of supervision by an adult while children/youth are undertaking personal care, such as changing clothes. This supervision is to safeguard children/youth and/or to satisfy health and safety considerations but needs to be sensitive to the potential for embarrassment.

**Respect and privacy will be given to children/youth when undertaking personal care.**

This can be achieved by:

1. Providing supervision that is appropriate to the needs and age of the child/youth.
2. Avoiding physical contact when children/youth are in a state of undress.
3. Avoiding any visually intrusive behaviour.
4. Announcing their intention of entering where there are changing rooms. Must be same gender.

**Adults shall not:**

1. Assist with any personal care task that a child/youth can undertake by themselves.
2. Change in the same place as children/youth.
3. Shower or bathe with children/youth.

## 9. BEHAVIOUR MANAGEMENT

**Discipline shall be used to teach and correct rather than to punish.**

At times, the behaviour of children/youth is inappropriate and may need some type of intervention.

### **Guidelines:**

1. Avoid physical intervention where possible.
2. If needed use minimum force for the shortest period necessary.
3. Use physical intervention only if there is a high chance of harm to another person or themselves.
4. Record and report as soon as possible after the event any incident where physical intervention has been used.

### **Positive Reinforcement**

Positive reinforcement and adding value to the child/youth can often help them to correct their inappropriate behaviour.

1. Use words to encourage.
2. Interact personally with each child/youth on arrival and during the programme.
3. Acknowledge individually and publicly a child/youth's efforts as well as achievements.
4. Acknowledge and interact with all children/youth.
5. In large groups, ensure each leader and helper has a group of children/youth with which to interact.

### **Management Ideas**

1. Sit a leader or helper close to the child/youth.
2. Take time to interact one-on-one with children/youth to show value.
3. Listen to them. This may take some time.
4. Seek to defuse situations.
5. Give physical space or time alone to the child/youth.
6. Call parents if behaviour that is harmful to others persists.

### **Physical Intervention**

1. Adults shall not hit, slap, pinch, push, hold against their will or otherwise assault children/youth.
2. There may be a time that the behaviour of a child/youth is of a serious nature and may cause harm to another child, adult or cause serious harm to property which requires non-restrictive or restrictive physical intervention. This should be reported to the leader in charge.



## 10. TECHNOLOGY AND SOCIAL MEDIA

BB New Zealand is committed to ensuring the use of social media and other forms of digital communication reflect Christian values and protect the rights and safety of children/youth and others.

The Safe Practices of Visibility, Overcoming Isolation, Accountability and Verbal Interaction apply to all digital communication.

**Ten Communication Principles** from The Harmful Digital Communication Act 2015.

Digital communication should not:

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

### 10.1. Maintain Appropriate Digital Communication Boundaries

1. Communication will be open, accountable, not be secretive in nature and open to scrutiny from other adults.
2. BB New Zealand communications are encouraged to be through a public page or group that is visible to parents and maintains strong filters for posts. This would include things such as reminding children/youth about upcoming events, what to bring, etc.
3. Parents will be made aware of how social media is being used to communicate with their children and given access to these sites.
4. Do not expose children/youth to unsuitable material from any source.
5. Save all confidential digital communications you have with children/youth, (i.e. instant messages, chat room conversations, emails, etc.). An electronic paper trail can be important.
6. If you are uneasy about any topic addressed on social media, copy the message to the parent/caregiver (if appropriate) or another trusted adult. Honour privacy, but not secrecy.
7. If abuse is divulged electronically, follow standard reporting procedures.

## **10.2. Limit Individual Communication with Children/Youth**

1. BB New Zealand discourages personnel from accepting invitations to “friend” or to “follow” children/youth on personal social networking sites.
2. If a leader chooses to “friend” a child/youth from BB New Zealand they should:
  - Ensure the posts /pictures and comments are always in line with BB New Zealand values
  - Never post anything objectionable or offensive
  - Ensure the language and humour used is always encouraging
  - Use good judgment when accepting requests for personal “friending” from children/youth

## **10.3. Images and Recordings will Protect Privacy and Identity**

1. Written permission is needed from parents/caregivers to use images or recordings of children/youth on any public presentation or social media site
2. Easily identifiable information such as names, addresses, dates, locations will not be used when posting images of children/youth
3. Images and recordings taken of children/youth at BB New Zealand related activities will be stored on the BB New Zealand computer and not be kept on personal devices of staff, leaders and helpers

## **10.4. Films or Screened Material**

Any screened material (i.e. films, DVDs, online material like YouTube, Netflix, etc) shown to children/youth during a BB New Zealand programme will be age appropriate, comply with the Censor’s age ratings and be approved by the appropriate leadership.

# 11. TRANSPORTING CHILDREN/YOUTH

When transporting children/youth for BB New Zealand activities, adults must act with reasonable care to ensure the safety of children/youth.

## 11.1. Driver's Responsibilities

1. Have a current full driver's licence applicable to the vehicle they are driving.
2. Ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement.
3. Do not smoke in vehicles while transporting children/youth.
4. Ensure that their behaviour is always appropriate.
5. Ensure every person is restrained by his/her own seat belt (except for buses).
6. Ensure the safety and wellbeing of a child/youth being transported until safely passed over to a parent/caregiver.
7. Adults will not transport a child/youth on his/her own. This can be achieved by dropping off siblings last, take own child along or take another adult.
8. Ensure permission of a child/youth's parent/caregiver has been obtained before transporting them.
9. Record and report to a senior leader and parents/caregivers, any emergency where a child/youth requires transport alone, or if not providing transport could place the child/youth at risk.

## 11.2. Vehicles and Insurance

The driver is responsible to:

1. Ensure the vehicle being used has a current Warrant of Fitness/Certificate of Fitness and be legally roadworthy (registered).
2. Ensure the vehicle is insured. Insurance of all vehicles is the responsibility of the owner.

*BB New Zealand shall not be responsible for any insurance claims related to an accident.*

## 11.3. Buses

At least one leader /adult (in addition to the bus driver) must be present on each bus and all passengers must be seated.

## 12. DISCLOSURE OF A CHILD PROTECTION CONCERN

For any child protection concern that is shared with you follow the procedure below.

### 12.1. Listening to a Disclosure

1. **Find** a private, quiet place to talk with the person.
2. **Listen** to the person, closely observing their presentation and behaviour.
  - Actively listen to what is being told to you
  - Do not push the person to share more than he/she is willing. The person needs warmth and acceptance
  - Give them your full attention – do not answer your mobile phone
3. **Encourage** the person to tell you as much as they are able.
  - Encourage them to keep sharing
  - If needed only use open ended questions
  - Do not put ideas into their minds
4. **Tell** them know that you take what they are saying seriously.
5. **Reassure** the person that you will do your best to support him/her.
  - Tell the person there is help available
6. **Do not promise** to keep what the person tells you a secret.
7. **Let them know** that you will need to tell someone else to ensure that the best help is available for them.
8. **Inform them** of the steps you will take and what will happen next.

### 12.2. After Hearing a Disclosure

1. **Determine** the person's immediate need for safety, especially if they are a child/youth.
2. **Complete** a Child Protection Concern form.
  - Write down the date and actual words used in the disclosure (both the person's and yours)
  - The person's first statements have significant forensic importance
  - Do not write down your assumptions or judgements
3. **Report** to the appropriate authority as soon as possible or within 24 hours.
  - A direct leader or the National Director.
  - For Edge Workshops also notify the school Principal.
4. **Do not** talk to the alleged offender.
  - This is the responsibility of either law enforcement or organisational leadership
5. **Report back** to the person sharing the concern about the steps you have taken.

*Please Note: The responsibility for investigating allegations of abuse from a disclosure or from a concern lies with the National Director and senior leadership.*

### 12.3. Disclosure of a Child Protection Concern Flow Chart



## 12.4. Child Protection Concern Form

Please complete this form with the information that is told to you by the person expressing a concern. When completed, give or email it to the National Director within 24 hours of hearing the concern.

Your Name:	Position:	Date:
<b>Child/children involved:</b>		
Name:	Age:	Gender:
Name:	Age:	Gender:
Name:	Age:	Gender:

<b>Adult/s involved - Personal Information of Person/s Allegedly Causing Harm</b>		
Name:	Position:	Gender:
Name:	Position:	Gender:
Name:	Position:	Gender:

<b>Explanation of Concern</b>
<p>Write all information as complete as possible that you were told. Use direct quotes from the person telling you the concern and not your assumptions. Include names, dates, locations, behaviours etc. If more space is needed, please use another page.</p>

<b>Actions</b>
<p>List any immediate actions you took.</p>

<b>This report was given to:</b>	
Name:	Date:

