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# CHILD PROTECTION, SAFETY AND WELL-BEING POLICY

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Gloriavale Christian Community



**DECEMBER 15, 2024**

GLORIAVALE CHRISTIAN COMMUNITY  
28 Heaphy Road, Lake Haupiri 7872

# Child Protection, Safety & Wellbeing Policy

The Christian Church Community Trust  
Gloriavale Christian School Limited  
Gloriavale Garden of Children – Preschool  
Christian Partners  
Alpine Health Manufacturing NZ Ltd  
Brunner Christian Residential Trust  
Brunner Station Ltd  
Canaan Farming Dairy Ltd  
Canaan Farming Deer Ltd  
Canaan Farming Engineering Ltd  
Caring Midwives Ltd  
Haupiri Net Ltd  
Lakeview Publishing Ltd  
Value Energy Ltd  
Value Proteins Ltd

<b>Date of First Issue:</b>	06-07 -2021	<b>Document Code:</b>	Child Protection, Safety and Wellbeing Policy
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This Policy has been formally signed by the Christian Church Community Trust Board, The Gloriavale School Board, Christian Partners Management Committee and the Directors of each Company as listed on this page.

If you wish to view the signed version, it is stored in the Main Office and can also be accessed on our Health & Safety website.

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## 1. Terminology

Definitions of terms used throughout this policy are given in **Appendix E**.

## 2. Purpose

The purpose of this policy is to:

- set standards to protect children and young people;
- affirm our commitment to the protection, safety and wellbeing of children and young people with whom we have contact;
- inform all Community Leaders, Community Members, external contractors and consultants, students in placement and visitors to Gloriavale Christian Community (The Community) of their obligations to act ethically towards children and young people, and their roles and responsibilities in ensuring the protection, safety and wellbeing of children and young people; and
- give guidance on the processes and procedures that aim to ensure children and young people's protection, safety and wellbeing across all areas of The Community's work.

## 3. Scope

This policy applies to all Community Leaders, Community Members, external contractors and consultants, students in placement and visitors; and for all activities in which The Community is involved that result in or relate to contact with children and young people.

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#### 4. Statement of Commitment

The Community is committed to ensuring the protection, safety and wellbeing of all children and young people in The Community. This is the primary focus of our care and decision-making.

The Community has zero-tolerance for child abuse and neglect.

The biblical beliefs of The Community support the safety, protection and wellbeing of children and everything in this policy.

The Gloriavale Christian Community is a church and community established and based on the teachings of the New Testament. These teachings expect and promote spiritual, emotional and physical safety and wellbeing of our children. They expect and promote, respect, honour and obedience to parents and those in authority over us including Christ, Church Leadership and the authorities of this land including New Zealand legislation as they uphold and enforce godly and scriptural principals and morals.

All allegations and child protection, safety and wellbeing concerns are treated very seriously and consistently with our policies and procedures.

The Community commits to mandatory reporting to Oranga Tamariki or the Police of all child abuse and neglect, including allegations and disclosures of child abuse. We have legal and moral obligations to contact authorities when we are concerned about a child or young person's protection and safety and to other relevant services regarding children's wellbeing which we follow rigorously.

The Community commits to the ongoing education and empowerment of children to keep themselves safe.

The Community is committed to providing a child-safe environment where children and young people are safe, feel safe and their voices are heard. Attention is paid to the cultural safety of all cultural ethnicities, especially minority cultural groups and the protection, safety and wellbeing of children with a disability, as all people are created equal in God's eyes.

The Community is committed to preventing child abuse and neglect, identifying risks early and removing and reducing these risks. We will develop robust human resources and recruitment practices to reduce the risk of child abuse by new and existing Community Members. We are committed to regular and ongoing education and training on child protection, safety and wellbeing for all those within The Community.

The Community acknowledges that parents and carers know their children best. We are committed to informing and involving families in child protection, safety and wellbeing in The Community.

Every person involved with The Community has a responsibility to understand the essential and specific role they play, individually and collectively, to ensure that the protection, safety and wellbeing of all children and young people is at the forefront of all they do and every decision they make.

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The Community is committed to encouraging, enabling and supporting all Community Members to seek support, share information and report concerns regarding children’s safety, protection and wellbeing where necessary in the best interests of children and young people.

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## 5. Responsibilities

Child protection, safety and wellbeing is the responsibility of everyone within The Community.

CCCT Board of Trustees, School Board, Board of Directors & Overseeing Shepherd

- **The Board of Trustees, School Board members, Board of Directors & Overseeing Shepherd** ensure that child safe practices are addressed at a strategic level and are responsible for monitoring compliance with all aspects of this **Child Protection, Safety & Wellbeing Policy within the businesses and areas of the Community that they are responsible for.**

The Board of Trustees, School Board members, Board of Directors & Overseeing Shepherd will ensure all Community Members can easily report to a Child Protection Lead, Oranga Tamariki or Police as detailed in this policy and the **Child Safety & Wellbeing Reporting Procedure.**

Child Protection Lead(s)

- Ensure that child protection, safety and wellbeing is prioritised at a strategic and operational level.
- Are responsible for implementing and ensuring compliance with all aspects of this **Child Protection, Safety & Wellbeing Policy.**
- Will never ignore, minimise or normalise alleged or suspected child abuse.
- Will be provided with unmonitored, confidential phone and email access to enable timely information sharing with outside agencies regarding child protection, safety and wellbeing concerns.
- Promote the rule of mandatory reporting and identify any barriers to the implementation and compliance with this policy and take steps to remedy these.
- Ensure that this **Child Protection, Safety & Wellbeing Policy** is circulated and made available to all Community Members.
- Take responsibility for organising annual child protection training delivered by Safeguarding Children or their approved partners.
- Be the go-to people for all concerns about child protection, safety and wellbeing.
- Regarding concerns raised, never make decisions alone and always consult with **two** other Child Protection Leads (one of which must be the Senior Child Protection Lead).
- Liaise with and make referrals to relevant agencies to ensure child protection, safety and wellbeing needs are met.
- Take responsibility for sharing information with other relevant agencies and record keeping as per the **Record Management Policy.**

Community Leaders

- Responsible for ensuring Community Leaders, Community Members, external contractors and consultants, students in placement and visitors have read this policy and relevant **Code of Conduct** and carry out their duties in accordance with these.
- Any known breaches of the **Child Protection, Safety & Wellbeing Policy** or **Code of Conduct** must be reported to the Senior Child Protection Lead, the Overseeing Shepherd **and** The Chair of the relevant Board; Trustees, School Board or the relevant Board of Directors.
- Community Leaders will ensure and enable all Community Members to report any concerns to a Child Protection Lead, Oranga Tamariki or Police as detailed in **Child Protection, Safety & Wellbeing Policy** and **Child Safety & Wellbeing Reporting Procedure** without fear of

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punishment or harassment.

#### Educators & Midwives

- Are registered professionals with a Code of Practice/Conduct.
- Key figures in the identification of child abuse and neglect through personal observation or disclosure by a child or concerned adult.
- Have a duty of care to take the necessary action to ensure a student/child is protected from further harm.

#### All People

All people who live in or conduct work for The Community are responsible for contributing to achieving a child-safe environment. They are responsible for:

- taking all actions and making decisions based on the best interests of the child or young person;
- complying with The Community's policies and procedures relevant to their position;
- adhering to The Community **Code of Conduct** relevant to their role; and
- seeking support and guidance regarding child protection, safety and wellbeing concerns;
- all suspected or alleged child abuse **must** be reported either to a Child Protection Lead, Oranga Tamariki or the Police.

Failure of **anyone** to comply with this policy may result in the following action:

- Reporting to Oranga Tamariki or the Police
- Reporting to professional bodies such as the Education or Midwifery Council
- Loss of professional registration
- Additional training and support provided by Safeguarding Children, Oranga Tamariki or Police
- Supervision by the Principal of the School, ECE Supervisor, Ministry of Education, Midwifery Council
- Being required to leave The Community permanently and to cease being a member of it
- Loss of government funding for The Community

Every case of failure to comply with this policy will result in a report to The Chair of the Board of Trustees, The Chair of the School Board or the Board of Directors who will share and minute the information at the next trustees/board meeting or by calling an emergency trustees/board meeting. The Chair of the Board of Trustees, School Board or Board of Directors will seek guidance from Oranga Tamariki or the Police.

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## 6. Child Protection Leads

Child Protection Leads (CPL) are those people who are responsible for providing advice and support to any Community Member who is concerned about a child or wants advice about the **Child Protection, Safety & Wellbeing Policy**. The Child Protection Leads, like any person in New Zealand, can make a Report of Concern directly to Oranga Tamariki or the Police. Child Protection Leads must always consult as soon as possible with the Senior Child Protection Lead (SCPL) regarding concerns brought to them. The Senior Child Protection Lead will assist the Child Protection Leads to work out the threshold of the concern and determine if a Report of Concern is required. However, Child Protection Leads should not delay making a Report of Concern if a child is in immediate danger.

Shepherds are acknowledged as a go to person for support for Community Members. Shepherds will consult with the Senior Child Protection Lead for advice around the threshold of a concern brought to them and for guidance on the appropriate response.

The Community Child Protection Leads

SCPL – Oranga Tamariki Greymouth Site (03) 9060820	
CPL – [REDACTED]	CPL – [REDACTED]
CPL – [REDACTED]	CPL – [REDACTED]
CPL – [REDACTED]	CPL – [REDACTED]

## 7. Relevant Legislation and Standards

Refer to **Appendix D** for an explanation of the relevant legislation and standards listed:

- The Treaty of Waitangi
- New Zealand Bill of Rights Act 1990
- International Covenant on Civil and Political Rights
- Children’s Act 2014
- Children’s (Requirements for Safety Checks of Children’s Workers) Regulations 2015
- Education Act 2020
- Education (Early Childhood Services) Regulations 2008
- The Oranga Tamariki Act 1989
- The Family Violence Act 2018
- The United Nations Convention on the Rights of the Child
- Health and Safety at Work Act 2015
- The Crimes Act 1961
- Harassment Act 1997

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## 8. Child Abuse

Child abuse is a high threshold of concern and requires **mandatory reporting**.

To effectively address child protection and safety, a common understanding about the threshold and the nature and impact of child abuse is required. This understanding will aid in The Community's response to child protection, safety and wellbeing. All people must be aware of the types and indicators of child abuse and neglect and its impact on the healthy development of children and young people. The Community is committed to providing ongoing education and training in abuse and neglect to all Community Members.

The abuse of children and young people is highly complex in nature with multiple forms of abuse often co-existing. Abuse can be any of the following:

- physical abuse
- emotional abuse
- serious and or persistent neglect
- sexual abuse
- sexual exploitation
- sexually harmful behaviours in children
- exposure to family violence
- grooming
- harassment
- sexual harassment

An explanation of each abuse type can be found in **Appendix A**. Generally, the threshold for something becoming abuse or neglect is when there is one or more severe, serious event or there is a persistent pattern of ongoing behaviours towards a child.

There are many indicators of child abuse and neglect. The presence of a single indicator, or even several indicators, does not mean that abuse or neglect has occurred. However, the occurrence of an indicator or multiple indicators should alert staff and volunteers to the possibility of child abuse and neglect. Equally, abuse and neglect may occur without the presence of obvious indicators (for example, in cases of emotional abuse), so those living in The Community should remain open and aware in assessing risk to a child or young person.

A detailed list of indicators of possible abuse and neglect is provided in **Appendix B**. Understanding grooming behaviour is detailed in **Appendix C**.

The Community approach to bullying and harassment can be found in the **Bullying & Harassment Policy**.

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Wellbeing is a much lower threshold of concern than child protection or safety and in most cases does not need the involvement of Oranga Tamariki. Wellbeing can be about a child's emotional state, their engagement with education, their relationships, their health and many other aspects of their life. The Community is committed to identifying when children have wellbeing needs and assisting children to access services to meet those needs early to prevent more serious concerns developing.

## 10. Child Protection & Safety Reporting

The Community has zero tolerance for child abuse.

All abuse allegations and safety concerns must be treated very seriously and, in a manner, consistent with The Community's policies, procedures and New Zealand Law as detailed in **Appendix D**. The Community has a legal and moral obligation to contact Oranga Tamariki or the Police when concerned about a child or young person's protection and safety.

All people can and must report alleged or suspected child abuse or neglect concerns to a Child Protection Lead, Oranga Tamariki or the Police. However, anyone with a concern about the health, safety and wellbeing of children can make a Report of Concern based on facts or a belief to Oranga Tamariki or The Police as stated in the Oranga Tamariki Act 1989.

- **If you believe a child is in immediate danger, ensure their safety and call the Police on 111 and follow their advice.**
- **If you are unsure if the child is in immediate danger, call Oranga Tamariki on 0508 326549.**
- If the child is not in immediate danger, contact any of the Child Protection Leads or Senior Child Protection Lead or Oranga Tamariki if you are worried or want to make a Report of Concern.

SCPL – Oranga Tamariki Greymouth Site (03) 9060820	
CPL – Harmony Helpful	CPL – Ruth Courage
CPL – Joshua Helpful	CPL – Sheryl Joy
CPL –	CPL – Stephen Standfast
Oranga Tamariki Freephone: 0508 326 459 or Email: <a href="mailto:contact@ot.govt.nz">contact@ot.govt.nz</a>	

Community Leaders encourage and enable Community Members to report concerns, access support and guidance from any Child Protection Lead or the Senior Child Protection Lead.

Child Protection Leads will always consult with SCPL to ensure thresholds for concerns are established and appropriate reports or referrals are made.

If a Report of Concern is required, the SCPL will work alongside the CPL to complete a Report of Concern. The SCPL will retain a copy of the Report of Concern and securely file. SCPL to call Oranga Tamariki if

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there has been no response to the Report of Concern after 3 working days from when it was first submitted. SCPL to re-report (that is, submit another Report of Concern) to Oranga Tamariki if concerns are still held.

All child protection, safety concerns and incidents must be recorded on a **Child Concern Report Form** and records kept in accordance with the **Records Management Policy**.

SCPL and CPL's will review all child protection and safety concerns on a weekly basis and make decisions regarding any further actions to address child protection and safety concerns.

Refer to the **Procedure for Responding to Child Abuse, Neglect & Wellbeing Concerns** for further guidance on reporting child protection and safety concerns.

## 11. Child Wellbeing Response & Reporting

The Community takes child wellbeing seriously and will prioritise funding and referrals to ensure children have their needs met. It is understood that intervening early by providing support to address wellbeing concerns can help the child to reach their full potential. Sometimes children's wellbeing concerns need to be addressed by parents accessing services.

Access to health and wellbeing services must be made freely available and without delay to children and their parents.

Child wellbeing referrals include, but are not limited to:

- The GP
- Paediatricians
- Well Child Providers such as Plunket
- Public Health Nurses
- Ministry of Education managers or learning support services
- Dentists
- Community Nurses
- Psychologists
- Counsellors
- CAMHS (Child and Adolescent Mental Health Services)
- Disability Services
- Social work services

Community Members must not ignore children's wellbeing needs. Community Members must seek support and guidance for any concerns regarding children's wellbeing from appropriate professionals, Oranga Tamariki, any Child Protection Lead or the Senior Child Protection Lead. These people will ensure appropriate referrals and supports are offered. If possible, and does not increase risk for the child, it is always best to talk with parents before seeking guidance regarding these concerns. Parents can also seek support and guidance regarding their own children's wellbeing.

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ECE and School staff will record all wellbeing concerns and actions taken on a child(ren)'s ECE or School record along with a chronology form.

Community Leaders will encourage and enable all Community Members to access support and guidance from any appropriate professionals, Child Protection Leads or Senior Child Protection Lead.

Shepherds will regularly consult with the SCPL to ensure appropriate responses are being made for wellbeing concerns they may be aware of. Child Protection Leads will always consult with the SCPL to ensure appropriate referrals are made and supports are offered.

All child wellbeing concerns brought to a CPL or SCPL will be recorded on a **Child Concern Report Form** and records kept in accordance with the **Records Management Policy**.

SCPL and CPL's will review all child wellbeing concerns on a weekly basis and make decisions regarding any further actions to address wellbeing and potential child protection and safety concerns.

Refer to the **Procedure for Responding to Child Abuse, Neglect & Wellbeing Concerns** for further guidance on reporting child wellbeing concerns.

## 12. Allegations of child abuse or neglect by a Community Member

All allegations against Community Members must be treated very seriously and, in a manner, consistent with The Community's policies, procedures and New Zealand Law as detailed in **Appendix D**. The Community has a legal and moral obligation to contact Oranga Tamariki or the Police when concerned about a child or young person's protection and safety.

The Community deals with all allegations against its Members with the following considerations at the forefront:

- People reporting abuse or neglect by a Community Member must be taken seriously and the allegation acted upon.
- People reporting abuse or neglect by a Community Member must be protected from harassment or bullying for making that report.
- Children must be kept safe from any alleged perpetrator whilst necessary investigations take place.
- Records of allegations must be kept secure, and details only shared with necessary professionals and those responsible for implementing safeguards and completing investigations within the community protecting the privacy of those involved.

**If you believe a child is in immediate danger, ensure their safety and call the Police on 111 and follow their advice. Then immediately inform a Child Protection Lead or Senior Child Protection Lead.**

**If you are unsure if the child is in immediate danger, call Oranga Tamariki on 0508 326549.**

Record all actions taken on a **Child Concern Report Form**.

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Inform the Senior Child Protection Lead (SCPL) or any of the Child Protection Leads (CPL) immediately.

SCPL – Oranga Tamariki Greymouth Site (03) 9060820	
CPL – Harmony Helpful	CPL – Ruth Courage
CPL – Joshua Helpful	CPL – Sheryl Joy
CPL –	CPL – Stephen Standfast

The CPL will always inform the SCPL as soon as is practicable.

If SCPL is not available or the allegation is against the SCPL, CPL will always contact SCPL's Supervisor as soon as is practicable.

SCPL is to always inform their Supervisor The Overseeing Shepherd and The Chair of the relevant Board; Board of Trustees, School Board or Board of Directors as soon as is practicable. The relevant Board is identified by where the adult works and where the abuse allegedly took place.

If allegation is against Chair of the relevant Board; Board of Trustees, School Board or Board of Directors, SCPL will report to the Overseeing Shepherd who will decide the next most appropriate individual to stand in their place and take necessary steps. If the allegation is against the Overseeing Shepherd, the SCPL will report to the Chair of the Board of Trustee's who will take necessary steps.

Regarding all allegations SCPL and Chair of relevant Board will work together to:

- Contact Police and Oranga Tamariki immediately.
- If Community Member of concern is in a Position of Trust, a CPL, Children's Workers, Educators, Midwives or involved in any role where they have access to children, advise the Police, Oranga Tamariki and any relevant professional registration body (Teachers Council or Midwifery Council) of allegation providing all relevant information.
- Seek advice from Police, Oranga Tamariki and professional registration body and follow their guidance.
- After consultation with Police and Oranga Tamariki, inform parents/caregivers as advised.
- Following guidance from Police and Oranga Tamariki, the Overseeing Shepherd and Chair of the relevant Board will work with the necessary Centre Manager, Principal, SCPL or Team Leader to put a plan in place to manage risk to all children the Community member may be in contact with whilst necessary investigations take place. In making these plans to manage risk the following will be considered:
  - time since alleged incidents and seriousness of incidents
  - any need for suspension of Community member from roles working with children
  - current allegations of a serious nature or allegations of adult sexual abuse of children will be dealt with by immediate suspension from any Position of Trust, a CPL, Children's Workers, Educators, Midwives or involved in any role where they have access to children.
  - possible change of responsibilities within role to reduce contact with alleged victims or all children
- Following guidance from Police and Oranga Tamariki regarding completion of their own

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investigations, relevant Board Chair or Overseeing Shepherd will initiate necessary investigations into allegations. For serious allegations this will be by contracting an independent investigation service.

- Where Police advice that an offence has been dealt with out of court by way of Restorative processes, The relevant Board Chair or Overseeing Shepherd will seek information from the service who managed that process.
- SCPL and relevant Board Chair or Overseeing Shepherd to maintain close liaison with Police, Oranga Tamariki and any other relevant agencies identified.
- Inform relevant professional body of outcome of investigation initiated by relevant Board.
- Record all actions taken on Child Concern Report Form and securely file.

The relevant Board Chair or Overseeing Shepherd will ensure that the Community Member whom the allegation is regarding, will be assisted in seeking legal and professional advice and support.

The relevant Board Chair or Overseeing Shepherd will also ensure that support is provided for any Community Members who are directly involved in or impacted by this allegation.

Upon completion of any Oranga Tamariki investigation, Police investigation or relevant Board initiated investigation, The relevant Board Chair and Overseeing Shepherd will consider the outcomes and recommendations of investigations and with the relevant Manager, Principal or SCPL make a decision regarding the Community Members future roles within The Community, specifically whether professional development, performance management plans, formal warnings or dismissal from their role are required to protect children.

Refer to the **Procedure for responding to allegations of child abuse or neglect by a Community Member** for further guidance.

All Community Members have been trained by Safeguarding Children, or other provider approved by Oranga Tamariki (on an annual basis), to take children and young people seriously when they raise a matter of concern. The matter, no matter how trivial, will be dealt with respectfully and in accordance with The Community's policy and procedures. All Community Members have been appropriately and adequately trained to manage complaints relating to child protection, safety and wellbeing.

At the start of each school year, how to report a complaint, their rights to raise a concern or complaint, who they can speak to, and how complaints are handled will all be explained be to children.

### 13. Child-Safe People

All terms in **Bold** in this section have detailed explanations of what term means in **Appendix E**.

The Community facilitates positive parenting by encouraging and enabling parents to complete programmes such as the Incredible Years and apply that learning with children in The Community.

All future position descriptions, position advertisements, contracts to provide services and partnership agreements will detail the duties and responsibilities required by all to safeguard children and young

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people.

A Police Vet will be completed prior to any person seeking to join The Community who will have unsupervised contact with children and anyone who plans to visit and stay in the community living areas for 2 nights or more who will have unsupervised contact with children. No person who would meet the criteria above will be accepted to stay within The Community until that person has had a Police Vet completed and that has been reviewed by the CPL Team and Overseeing Shepherd. If the visitor is from overseas, they should be asked to provide a Police Vetting Report from their country of residence to the CPL Team and The Overseeing Shepherd to review. Refer to Appendix E for further clarification on definitions of Visitors and refer to Gloriavale Visitors Policy for procedures for all visitors.

The Community meet the legal requirement of completing **Children's Worker Safety Checks** on all **Children's Workers** (as defined by Children's Act 2014). In addition, The Community ensure that all those in **Positions of Trust** and those operating **in roles with unsupervised contact with children** within The Community (as defined in Appendix E), **Board Members** and those in the role of **Child Protection Leads** will have a Police Vet requested and reviewed by the CPL Team and appropriate 'employer' within Gloriavale and the following process completed, prior to commencing that role in The Community.

**The Children's Worker Safety Check** and process for engaging a person into Positions of Trust, **roles with unsupervised contact with children, Board Members and Child Protection Leads** involves the Manager, Principal or person responsible for allocating roles completing a risk assessment of that person's suitability to work with children based on the following:

- information provided by the Police Vetting Service,
- information sought about that person's previous conduct towards children,
- confirmation of that person's relevant professional memberships or registrations,
- interview with that person about any information that may come up about previous police occurrences or convictions, previous conduct towards children.

If **Police Vetting Service** provide information about previous occurrences or convictions but do not list any **specified offences** that exclude a person from being a **Children's Worker**, the person responsible for role allocation must:

- consider any other information they know about the person's previous conduct with children.
- consider time since any occurrences with police or convictions and seriousness of those,
- consider that any offences committed as an adult where victim(s) are children, offences of family harm and of fraud are highly correlated to harmful behaviour towards children and should be considered as an elevated risk,
- consider any finding of negligence or serious incompetence in a similar role.
- consult with the CPL team in making the decision on that person's suitability for a role,
- consider any professional development that may address any previously concerning behaviours and mitigate the risk of these occurring again,
- make a final decision based on the above of that person's suitability for a **Position of Trust** role working with children.

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-keep a written record of decision made and reasons for that decision.

For further information refer to Appendix G Risk Assessing Adults with offences.

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Copies of all completed **Children's Workers Safety Checks** are kept in each Children's Workers HR file.

It is illegal to hire or continue to hire anyone in a Core **Children's Worker** role (as defined in [Childrens Act 2014](#)) if they have a conviction for one of the **Specified Offences** (Listed in Appendix D & explained in Appendix E) and do not hold a **core worker exemption**.

If in a **Police vet** a **Specified Offence** is listed, The Community Member will not be granted a role of a **Position of Trust or Children's Worker role** (as defined in Appendix E) involving regular contact with children (paid or unpaid) in The Community if they do not hold a **core worker exemption**.

A core worker **exemption** is applied for by the person who has a specified offence on their record and it can only be obtained through Te Kāhui Kāhu. An exemption doesn't create the right to a job. It's still up to The Community to decide whether or not the exemption holder is suitable for the role they're being considered for. This involves going through the above risk assessment for those who have offences listed.

The Community reserves the right to periodically require any Community Member with unsupervised contact with children to undergo **Police Vet**. Those in **Positions of Trust** and **Children's Worker** roles will have an updated safety check including a **Police Vet** completed at least every 3 years. In the event a **Community Member** refuses to undergo **Police Vet**, or relevant criminal activity is discovered because of a **Police Vet**, The Community reserves the right to remove the Community Member from their role without notice and report this to the **Senior Child Protection Lead**, relevant professional body and the relevant **Board Chair** or overseeing **Shepherd** immediately.

**Educators** and **Midwives** are required to present a current copy of their Teacher Registration or Practicing Certificate which will be retained in the Community Member's HR file.

**Children's Worker Safety Check** requirements can be found under [Children's Regulations 2015](#) and guidance for applying them in ECE and Schools at [Childrens Act Practical Guide](#)

All **Community Members** will receive an induction relevant to their position. This will include their obligations under this policy, applicable **Code of Conduct** and other child safety related policies and procedures.

## 14. Risk Management

Risk management is the systematic application of management policies, procedures and practices to the tasks of identifying, analyzing, assessing, treating and monitoring risk. Risk management involves the identification, evaluation, measurement, treatment and continuous monitoring of the broad range of risks associated with any activity.

Specific child safety risks must be included in all risk assessments for activities or programs. These risks include, but are not limited to:

- toilet, bathrooms, showers and changing facilities
- work sites

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- transportation
- medical needs – for example, anaphylaxis, asthma
- physical contact
- supervision ratios
- overnight accommodation
- persons who present a known risk to children

These specific child safety risks must be communicated and understood by Community Members and effective mitigation processes must be put in place to reduce the likelihood of the risk occurring.

When a specific person presents a possible or known risk to children, a risk management plan will be developed and actioned to mitigate that risk, after consultation with any relevant person or authorities.

While it is not possible to solve or eliminate all risks, sound risk management involves seeking reasonable and practical solutions to treat and minimise risks.

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## 15. Child-Safe Training, Supervision & Performance Management

The Community provides ongoing support for Community Members to enhance professional knowledge, practice and engagement in safeguarding children and child protection.

All Community Members will participate in annual professional learning on the recognition of grooming, child abuse and neglect, appropriate prevention strategies, **Code of Conduct**, reporting procedures and all Community policies and procedures that aim to ensure child protection, safety and wellbeing.

This training will be provided by Safeguarding Children or other Oranga Tamariki approved provider.

For those Community Members identified as needing professional development due to concerns raised about conduct, allegations made or occurrences in police vets that are risk assessed as needing additional training, training providers outside of The Community should be sought, in conjunction with internal community training.

## 16. Record Keeping

The Community will:

- Keep full and accurate records relevant to child protection, safety and wellbeing that are in the best interests of children and is an integral part of leadership, governance and culture.
- Record all incidents, response and decisions affecting child protection, safety and wellbeing.
- Maintain and appropriately store records relevant to child safety. Records related to child abuse that has occurred or is alleged to have occurred, will be maintained and stored for a minimum of **45 years**.
- Only dispose of records relevant to child protection, safety and wellbeing in accordance with legal requirements or according to The Community's **Records Management Policy** if no legal requirements exist.
- Fully recognise the individuals' rights to access, amend or annotate records about themselves.

## 17. Review

This policy, and related Community policies and procedures, will be reviewed by the Board of Trustees and Safeguarding Children or other provider approved by Oranga Tamariki annually and following incidents if they occur. We will ensure that families, children and young people have the opportunity to contribute to the review process.

This policy has been endorsed by the Overseeing Shepherd and the Chairs of; Board of Trustees, GCC School Board and Board of Directors. All changes to this policy will require endorsement by the relevant Board Chairs.

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## 18. Related Policies & Procedures

- Child Safety & Wellbeing Reporting Procedure
- Child Safe Code of Conduct
- Health & Safety Policy
- Risk Management Policy
- Records Management Policy
- Harassment and Sexual Harassment Policy & Procedures

<b>Approved By</b>	Howard Temple		
<b>Position</b>	Overseeing Shepherd		
<b>Signature</b>		<b>Date</b>	

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# Appendices

## Appendix A

### Forms of Abuse

**Emotional abuse** – Emotional abuse can occur alone, however emotional abuse also occurs as the result of every other form of abuse. The threshold for emotional abuse is that there is either a persistent pattern of behaviour towards a child or a single severe event.

Emotional abuse may involve a child being:

- repeatedly rejected or ignored
- verbally abused, put downs, called derogatory names
- isolated, humiliated, shamed or bullied
- It may involve children being frightened by threats, put into restraints or confinement or subjected to continual coldness.
- unpredictable and frightening adult responses
- witnessing others being abused and treated cruelly, including animal abuse and cruelty

No matter what type of abuse children are experiencing, they will undoubtedly also be experiencing

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emotional abuse, making it the most common form of abuse in children and with lifelong consequences. Emotional abuse can diminish a child's sense of identity, dignity and self-worth, resulting in damage to the child's social, intellectual or emotional development.

It does not leave physical injuries and its ongoing nature usually means there is no crisis which would precipitate easy identification. For this reason, emotional abuse is the most hidden and underestimated form of child maltreatment despite the impact being chronic and debilitating trauma. Everyone therefore needs to be particularly aware of the behavioural indicators of emotional abuse and astute in any assessment of risk.

**Physical abuse** – Occurs when a person intentionally or recklessly uses physical force against or in the presence of a child without their consent, which causes or could cause harm to that child. It can also occur when someone intentionally or recklessly causes a child to believe that physical force is about to be used against them without their consent. These may be ongoing patterns of behaviour towards a child or a one off serious event. Physical abuse can take the form of:

- hitting
- kicking
- pinching
- punching
- beating
- shaking
- slapping
- dragging
- hitting with implements
- confinements and restraints
- strangulation (choking/throttling)
- otherwise intentionally harming a child
- behaviours, such as words or gestures that leads a child to believe they are about to experience physical abuse (ie; making threats or threatening gestures).

**Neglect** – Neglect is the persistent failure to meet a child's basic needs when reasonably able to do so. Such as providing adequate nutrition, clothing, supervision, and hygiene and medical attention to the extent that the child's health and development are, or are likely to be, placed at risk. The threshold for becoming neglect is that it is persistent and ongoing and caregivers are unable or unwilling to make changes to address the needs. Neglect omitting to provide for the child (not doing). Neglect also includes a failure to meet a child's social and emotional needs, for example a child may receive no emotional warmth, nurture and affection with the caregiver unattuned or disinterested in the child's needs. Neglect is also when any of a child's basic needs are not met as a form of punishment. Children may experience neglect in all aspects of their care (global neglect), or only some aspects. Neglect often co-exists with other types of abuse.

- **Supervisory neglect:** characterised by absence or inattention and can lead to physical harm or injury, sexual abuse or, in an older child, failure to protect from risky behaviours such as substance misuse or criminal behaviour.
- **Physical neglect:** a failure to provide age- appropriate physical necessities like hygiene needs, food, clothing and shelter.

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- **Medical neglect:** a failure to provide appropriate medical care. May include failing to seek treatment for emergency or acute illness. Failure to provide care and treatment for chronic illnesses or disabilities. The concept of medical neglect is further complicated by the consideration of some religious beliefs where certain medical interventions are contrary to the belief systems.
- **Educational neglect:** failure to provide an education and the necessary tools to participate in an education system. This may be allowing a child to stay home from school or preventing a child from attending school without reasonable justification (e.g., illness) or having the means to provide books and required tools but failing to purchase them.
- **Emotional neglect:** failure to provide adequate nurturing, affection, encouragement and support for a child (emotional neglect is sometimes referred to as emotional maltreatment—particularly where a caregiver belittles, calls a child names, or actively isolates and demeans a child).
- **Abandonment:** when a caregiver leaves a child alone for more than a reasonable period and does not provide for the presence of alternative age-appropriate care. Alternative care can only be considered appropriate if the substitute caregiver is capable of caring for the child.
- **Socialisation Neglect:** A failure to take account of the need of the child or young person to engage positively with peers and significant others

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**Sexual abuse** – Occurs when a person uses power, force or authority to involve a child in any form of sexual activity whether or not the child is aware of what is happening. Sexual offences include:

- touching or fondling
- obscene or suggestive communication
- exhibitionism and voyeurism
- exposing children to, or involving them in sex acts such as:
  - children present in the same room during sexual activities
  - failure to remove children or prevent exposure to sex acts or conversation
  - encouraging children to watch or join in
  - demonstration of sex acts as a form of sex education

Sexual misconduct is another type of sexual abuse and includes a variety of sexualised behaviours toward children. Examples of sexual misconduct include:

- comments of a sexual nature
- behaviour that crosses a professional position of trust boundary, such as establishing (or seeking to establish) an overly familiar relationship with a child.

**Sexual exploitation** – Is a specific form of sexual abuse where children and young people, by virtue of their age and development, are unable to give informed consent to sexual activity. Sexual exploitation of children takes different forms. It can include children being involved in sexually exploitive relationships, exposing a child to pornography, receiving money, goods, drugs or favours in exchange for sex, or being exploited in sex work. In all cases, those exploiting the children have power over them due to the child's age, gender, physical strength, economic or other resources such as access to drugs or gifts.

**Grooming** – Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs but is continued during and after the abuse to ensure the safety of the groomer. Grooming is the actions deliberately undertaken by an adult, adolescent or child to befriend and influence a child (and in some circumstances members of the child's family) with the intention of achieving the criminal objective of sexual activity with children. Grooming is generally subtle and ambiguous. Community members therefore need to be vigilant in reporting any breach of policy, code of conduct or generalised concern to enable patterns of behaviour by to be identified early and potential abuse prevented. Grooming behaviours can include the following:

- Sharing secrets with a child;
- Engaging inappropriately with a child on social media;
- Non-sexual touching such as tickling, hugging or rough play;
- Allowing the child to break the rules;
- Spending time with the child away from protective adults; and
- Favouritism toward a child through giving gifts or money.

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**Exposure to Family Violence** – The nature of children's exposure to family violence ranges from witnessing (including seeing and overhearing violence and witnessing its effects) to being directly involved. Children were previously seen as "silent witnesses" to domestic and family violence; however, a now substantial body of research indicates children may be involved in domestic and family violence in a range of ways, including being forced to watch or participate in assaults or intervening to stop the violence occurring.

**Sexual Harassment** -Sexual harassment is an unwelcome sexual advance, unwelcome request for sexual favours or other unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated, where a reasonable person would anticipate that reaction in the circumstances. This can include stalking, staring, grabbing, groping, making sexualised jokes or calling names.

**Bullying** - Whether bullying is physical, verbal, or social (relational), four widely-accepted factors can be used to identify it:

- Bullying is deliberate - harming another person intentionally
- Bullying involves a misuse of power in a relationship
- Bullying is usually not a one-off - it is repeated, or has the potential to be repeated over time
- Bullying involves behaviour that can cause harm - it is not a normal part of growing up.

Bullying can happen anywhere, in person, via gossiping or messaging, at any time, and can be verbal, physical or social (relational). It can be obvious or hidden.

People who bully use their power — such as physical strength, knowing something embarrassing, status or powerful position — to control or harm others. Bullying is when one person (or a group of people) keeps picking on another person or group of people again and again to make them feel bad. They say or do things to upset them, make fun of them, exclude them and make them feel bad.

**Bullying, harassment and sexual harassment** are forms of abuse. They will not be tolerated in our Community and will be treated seriously. Bullying, harassment and sexual harassment are not just about the person engaging in the bullying and the person being victimised. These behaviours are part of a wider social context and require policy and procedures that include both preventative measures and effective intervention strategies.

The Community's approach to bullying and harassment can be found in the **Bullying and Harassment Policy**.

**Harassment** is any unwanted and unjustified behaviour which another person finds offensive or humiliating and because it is serious or repeated it has a negative effect on the person's health or wellbeing. Harassment includes:

- comments or behaviour that express hostility, contempt or ridicule
- shaming and exclusion
- threats
- repeated put-downs

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- atmosphere of repeated jokes, teasing, or 'fun' at someone else's expense because of a particular characteristic they have

**Harmful sexual behaviour in an adult** - Harmful sexual behaviour is 'any behaviour (physical; verbal, virtual/digital) perceived to be of a sexual nature which is controlling, coercive, exploitative, harmful, or unwanted inflicted on anyone (irrespective of age, ethnicity, religion, gender or sexual orientation ) without consent or understanding.'

**Harmful sexual behaviour in young people** - Sexual behaviours expressed by children and young people between the age of 13 and 17 years maybe harmful towards self or others, or be abusive towards a child, young person or adult. Harmful sexual behaviour involves a child (13 to 17 years years of age) engaging in sexual activity that is either unwanted or where, due to the nature of the situation, the other party is not capable of giving consent (e.g. children who are younger or who have cognitive impairment). This type of behaviour usually involves some power and coercion.

**Concerning Sexual Behaviour** – For those aged under 12 years and is sexual behaviour outside what is considered normal for age group. Further explanation of what is considered developmentally common and what is concerning for different age groups is provided in Appendices F.

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## Appendix B

### Indicators of abuse you may notice in a child and offenders behaviours

Abuse Type	Indicators
Physical abuse - child	<ul style="list-style-type: none"> <li>• Disclosure of abuse</li> <li>• Bruises, burns, sprains, dislocations, bite marks, cuts</li> <li>• Pressure marks from fingers</li> <li>• Location and extent of injury do not fit the explanation given</li> <li>• Child cannot recall how injuries happened or gives inconsistent explanations.</li> <li>• Fractured bones, especially in an infant where a fracture is unlikely to occur accidentally</li> <li>• Poisoning</li> <li>• Showing wariness or distrust of adults or particular individuals</li> <li>• Seasonally inappropriate clothing (to hide bruising or other injury)</li> <li>• Demonstrating fear of parents and of going home; running away</li> <li>• Becoming fearful when other children cry or shout</li> <li>• Being excessively friendly to strangers</li> <li>• Being very passive and compliant</li> <li>• Being violent to animals or other children</li> <li>• Maybe extremely aggressive or extremely withdrawn</li> <li>• Bedwetting</li> </ul>
Physical abuse – offenders behaviours	<ul style="list-style-type: none"> <li>• Overly rough play</li> <li>• Pinching, pushing, dragging, slapping or shoving children</li> <li>• Throws babies and children</li> <li>• Shakes an infant</li> <li>• When explaining causes of injury to child, their story changes or is vague</li> <li>• Beliefs regarding physical punishment and child safety</li> <li>• “Didn’t do me any harm”</li> <li>• Delay in seeking medical help for the child</li> <li>• Hitting children with hands or an object</li> <li>• Makes threats to harm</li> <li>• Abuse of animals</li> <li>• Restraint of a child as a punishment</li> <li>• Force feeding of a child</li> <li>• “Choking,” strangling or suffocation of a child, even if attempted</li> <li>• Lashes out or threatens a child in front of others</li> </ul>

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	<ul style="list-style-type: none"> <li>• General low empathy</li> </ul>
<b>Emotional abuse - child</b>	<ul style="list-style-type: none"> <li>• Disclosure of abuse</li> <li>• Developmental delays ie; behind peers of same age</li> <li>• Displaying low self esteem</li> <li>• Tending to be withdrawn, passive, tearful</li> <li>• Displaying aggressive or demanding behaviour</li> <li>• Being overly compliant, trying to keep everyone happy</li> <li>• Being highly anxious</li> <li>• Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)</li> <li>• Displaying difficulties in relating to adults and peers</li> <li>• Avoiding certain people, places and situations</li> <li>• Sleep disturbances</li> <li>• Regression ie acting like a much younger child, e.g. soiling, wetting pants</li> <li>• When playing, behaviour may model or copy abusive behaviour and language used at home.</li> <li>• Bed wetting</li> </ul>
<b>Emotional abuse – offenders behaviours</b>	<ul style="list-style-type: none"> <li>• Rejecting child ie; not giving them attention, love and affection</li> <li>• Calling child names and/or publicly humiliating them</li> <li>• Use of scripture or beliefs to dominate, oppress or frighten a child</li> <li>• Frightening a child with threats</li> <li>• Misuse of authority, power or position of trust</li> <li>• Verbal abuse, yelling, swearing</li> <li>• Critical of child's efforts or ability</li> <li>• Bullying and intimidation</li> <li>• Forced compliance</li> <li>• Unpredictable responses – sometimes kind, sometimes volatile</li> <li>• Humiliation, degrading comments and insults</li> <li>• Unrealistic expectations</li> <li>• Severe or harsh interaction with the child</li> <li>• Exposes the child to adult issues</li> <li>• Shunning and rejecting a child</li> <li>• Lack of emotional responsiveness and low empathy</li> <li>• Harsh parenting style</li> <li>• Victim blaming</li> <li>• Isolation of a child as a punishment rather than positive parenting</li> <li>• Threatening child with physical harm</li> </ul>

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	<ul style="list-style-type: none"> <li>Forcing child to watch physical harm being caused to someone they love.</li> </ul>
<b>Sexual Abuse &amp; Exploitation - child</b>	<ul style="list-style-type: none"> <li>Disclosure of abuse</li> <li>Child acting in a sexual way with toys or an object</li> <li>Nightmares</li> <li>Becoming withdrawn or clingy</li> <li>Personality changes, such as seeming insecure or anxious</li> <li>Complaining of headaches or stomach pains</li> <li>Unaccountable fear of particular people or places</li> <li>Experiencing problems with schoolwork</li> <li>Sexually transmitted infections</li> <li>Unusual or excessive itching or pain in genital or anal area</li> <li>Changes in eating habits</li> <li>Genital injuries – bruising, cuts, redness, swelling, bleeding</li> <li>Blood in urine or faeces</li> <li>Pregnancy</li> <li>Becoming secretive</li> <li>Receiving gifts or favouritism from a particular person or people</li> <li>Displaying sexual behaviour or knowledge which is unusual for the child's age (see Appendix F)</li> <li>Perpetrating sexual abuse</li> <li>Excessive masturbation which doesn't respond to boundaries</li> <li>Experiencing difficulties in sleeping</li> <li>Persistent soiling or bed wetting or regression – starting to wet the bed again</li> <li>Having difficulties in relating to adults and peers</li> <li>Unexplained absences, unexplained gifts or money are often signs of sexual exploitation</li> <li>Bedwetting</li> </ul>
<b>Sexual Abuse &amp; Exploitation – offender</b>	<ul style="list-style-type: none"> <li>Refusal to allow a child sufficient privacy</li> <li>Insists on physical affection</li> <li>A particular child is selected</li> <li>Are overly interested in the sexual development of a child or teenager</li> <li>Discuss or share sexual jokes or sexual knowledge or material with children</li> <li>Insist on time alone with a child- babysitting, outings</li> <li>Spend most of their spare time with children</li> </ul>

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	<ul style="list-style-type: none"> <li>• Buy children expensive gifts or give them money for no apparent reason.</li> <li>• Treat a particular child as a favourite</li> <li>• Favours a particular child</li> <li>• Frequently walks in on children using the bathroom, changing rooms or toilet</li> <li>• Grooming</li> <li>• Physical contact including assault by penetration. (rape or oral sex) , masturbation, kissing, rubbing or touching outside of clothing</li> <li>• Non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing e.g. bottom touching and leg rubbing.</li> <li>• Non contact activities such as watching sexual activities or looking at sexual images</li> <li>• Forcing or enticing children to take part in sexual acts</li> <li>• Forced hugging and kissing</li> <li>• Encouraging children to behave in sexually inappropriate ways.</li> <li>• Non-contact can also involve failing to protect a child from seeing and hearing sexual activities, media or conversations</li> <li>• Grooming child in preparation for abuse</li> <li>• Voyeurism – secretly watching or filming</li> <li>• Exposing of genitals</li> <li>• Any challenges about concerning behaviour is quashed and stated as “normal” for that particular person or group of people</li> </ul>
<p><b>Neglect - child</b></p>	<ul style="list-style-type: none"> <li>• Disclosure of neglect</li> <li>• Lack of sanitary protection for girls who are menstruating</li> <li>• Frequent hunger</li> <li>• Malnutrition</li> <li>• Poor hygiene – with few self-care skills</li> <li>• Dental decay</li> <li>• Medical conditions not managed, not improving or getting worse</li> <li>• Inappropriate clothing, e.g. Summer clothes in winter</li> <li>• Left unsupervised for long periods</li> <li>• Medical needs not attended to; ill more than average</li> <li>• Stealing food</li> <li>• Staying at school outside school hours</li> <li>• Often being tired, falling asleep in class or at meal times</li> <li>• Abusing alcohol or drugs</li> <li>• Demanding of affection or attention from adults, including strangers</li> </ul>

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	<ul style="list-style-type: none"> <li>• Displaying aggressive behaviour</li> <li>• Not getting on well with peers</li> <li>• Bedwetting</li> </ul>
<b>Neglect – offender</b>	<ul style="list-style-type: none"> <li>• Prioritises needs of adults over needs and rights of children</li> <li>• Fails to attend to child's basic needs</li> <li>• Unresponsive parenting</li> <li>• Fails to follow through with plans of action</li> <li>• Fails to take the child for medical appointments</li> <li>• Leaves the child unattended</li> <li>• Repeated “accidents”</li> <li>• Emotionally unavailable</li> <li>• Appears to be indifferent to the child</li> <li>• Seems apathetic or depressed</li> <li>• Believes children are unimportant and their needs are secondary to adults or Community needs</li> <li>• Ignores or belittles children's needs or rights</li> </ul>
<b>Family Violence - child</b>	<ul style="list-style-type: none"> <li>• Disclosure of family violence</li> <li>• Physical injuries</li> <li>• Concentration difficulties</li> <li>• Adjustment difficulties</li> <li>• Anxious or nervous</li> <li>• Depression</li> <li>• Fear of a parent or partner of parent</li> <li>• Isolation from friends and family</li> <li>• Unusual absences</li> <li>• Fear of conflict</li> <li>• Violent outbursts</li> <li>• Aggressive language</li> <li>• Bedwetting.</li> </ul>
<b>Family Violence - offender</b>	<ul style="list-style-type: none"> <li>• Jealous and possessive</li> <li>• Exhibits controlling behaviour, making all the decisions</li> <li>• Threatens, criticises, blames or humiliates</li> <li>• Mood swings</li> <li>• Has a history of bad relationships</li> <li>• Dominant belief system that supports the control</li> </ul>
<b>Bullying – child</b>	<ul style="list-style-type: none"> <li>• Changes in sleep patterns</li> </ul>

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	<ul style="list-style-type: none"> <li>• Changes in eating patterns</li> <li>• Frequent tears or anger</li> <li>• Mood swings</li> <li>• Feels ill in the morning</li> <li>• Becomes withdrawn or starts stammering</li> <li>• Becomes aggressive and unreasonable</li> <li>• Refuses to talk about what is wrong</li> <li>• Begins to target siblings</li> <li>• Has unexplained bruises, cuts, scratches</li> <li>• Comes home with missing or damaged belongings or clothes</li> <li>• Often alone or excluded from friendship groups</li> <li>• A frequent target for teasing, mimicking or ridicule</li> <li>• Unable to speak up in social settings and appears insecure or frightened</li> <li>• Bedwetting.</li> </ul>
<p><b>Bullying – offender</b></p>	<ul style="list-style-type: none"> <li>• An Imbalance of Power -bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others.</li> <li>• Repetition: Bullying behaviors happen more than once</li> <li>• Teasing</li> <li>• Name-calling</li> <li>• Inappropriate sexual comments</li> <li>• Taunting</li> <li>• Threatening to cause harm</li> <li>• Leaving someone out on purpose</li> <li>• Telling other children not to be friends with someone</li> <li>• Spreading rumors about someone</li> <li>• Embarrassing someone in public</li> <li>• Hitting/kicking/pinching</li> <li>• Spitting</li> <li>• Tripping/pushing</li> <li>• Taking or breaking someone's things</li> <li>• Making mean or rude hand gestures</li> </ul>

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## Appendix C

### Understanding Grooming Behaviour

Child grooming is a premeditated behaviour intended to secure the trust and cooperation of children prior to engaging in sexual conduct, is a process that commences with sexual predators choosing a location or target area likely to be attractive to children. A process of grooming then commences during which offenders take a particular interest in their child victim to make them feel special with the intention of gaining their trust. As trust is developed between the child victim and the offender, offenders then seek to desensitise child victims to sexual conduct by introducing a sexual element into the relationship.

Grooming in a child protection context refers to deliberate actions undertaken to engage in sexual activity with a child. It differs from sexual abuse in that it is primarily a preparatory activity occurring before abuse occurs, but is continued during and after the abuse to ensure the safety of the groomer.

Grooming is a subtle, gradual, and escalating process of building trust with a child and those around the child, both children and adults, with the express purpose of the sexual gratification of the perpetrator. This generally involves engaging in sexual activity with the child. It is deliberate and purposeful and occurs both before and after the abuse. Abusers may groom children and supporting adults for weeks, months, or even years before any sexual abuse actually takes place. The grooming may occur in person, via cyber media and/or other forms of communication.

A committed offender will employ grooming behaviour from an early stage and because it is so subtle and gradual the child may not even be aware that the actual abuse when it occurs, is wrong or harmful. The grooming occurs with the child but also with those supporting networks around the child which might normally act as a deterrent or protective element. The perpetrator will invest significant energy and patience to minimise the risk of detection and exposure.

The groomer will employ manipulation, guilt, shame, bribery, coercion or exploit low self-esteem to psychologically manipulate the child. As a result, the child becomes increasingly dependent on the groomer and increasingly alienated from protective elements including possible sources to disclose to. This is a deliberate strategy employed to maintain the secrecy of the abuse and to ensure the silence of the child.

The groomer will exploit any vulnerabilities of the protective elements around the child, including parent and family circumstances and school systemic weaknesses. Groomers are very adept at identifying anomalies, boundary ambiguities and any lack of systemic awareness, and then using them to deflect attention from their own actions and intentions.

While distinguishing between appropriate intent and inappropriate intent is often difficult, particularly for a child, it is essential that organisations have very clear expectations and boundaries around employee behaviours so that there can be rigorous accountability when dealing with staff.

Organisations must work to improve their knowledge and understanding in this area so they are able to challenge existing practice, recognise unprofessional behaviour and build a shared understanding of what a child safe organisation is.

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Grooming behaviour with children may include, but is not limited to:

- Selecting and befriending a child and gaining his or her trust and then exploiting the child's vulnerabilities.
- Testing a child's boundaries through telling inappropriate jokes, roughhousing, backrubs, tickling, or sexual games.
- Moving from non-sexual touching to "accidental" sexual touching. This typically happens during play so the child may not even identify it as purposeful, inappropriate touching. It is often done slowly so the child is gradually desensitised to the touch.
- Manipulating the child to not tell anyone about what is happening. The abuser may use a child's fear, embarrassment, or guilt about what has happened. Sometimes, the abuser uses bribery, threats, or coercion.
- Causing the child to feel responsible for the abuse. Children may not notice or may become confused as the contact becomes increasingly intimate and sexual.

Grooming behaviour with adolescents may include additional strategies, such as:

- Identifying with the adolescent. The abuser may appear to be the only one who understands him/her.
- Displaying common interests in sports, music, movies, video games, television shows, etc.
- Recognising and filling the adolescent's need for affection and attention.
- Giving gifts or special privileges to the adolescent.
- Allowing or encouraging the adolescent to break rules (e.g.; smoking, drinking, using drugs, viewing pornography).
- Communicating with the adolescent outside of the person's role (e.g.; teacher or coach). This could include, for example, texting or emailing the teen without the parents' knowledge.

In addition to grooming the child, the groomer will use deflection strategies to remain unchallenged. Some of these strategies may include where the perpetrator:

- promotes self and creates a reputation as caring, child-loving, competent, available, trustworthy, truthful;
- raise doubts about the motives, mental health, reliability of the child or anyone else who might approach support services with allegations;
- fosters dependency as someone the family can rely on;
- positively represents the child to others so as to be perceived as someone who would never harm the child.

Holding Community members accountable for their behaviour and challenging boundary crossings and violations is one of the most effective strategies to combating grooming behaviour.

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## Appendix D

### Explanation of Relevant Legislation and Standards

#### The Treaty of Waitangi

The Treaty is widely accepted to be a constitutional document that establishes and guides the relationship between the Crown in New Zealand (embodied by our government) and Māori. The Treaty promised to protect Māori culture and to enable Māori to continue to live in New Zealand as Māori.

Some of the Treaty rights are set out in other legislation which is enforceable in our courts. For example, Article III of the Treaty of Waitangi sets out the right to equality before the law. This right is also protected under the New Zealand Bill of Rights Act and the Human Rights Act. New Zealand has also signed the International Covenant on Civil and Political Rights, an international law to protect the rights of minorities. We have an international obligation to comply with some of the Treaty rights through this law.

#### New Zealand Bill of Rights Act 1990

This Bill sets out in law, the rights and freedoms of all citizens in New Zealand.

#### International Covenant on Civil and Political Rights

New Zealand ratified the ICCPR on 28 December 1978. The ICCPR comprises of a number of articles that provide for freedoms and rights for all humans.

#### Children's Act 2014

On 1 July 2014 the *Children's Act 2014* (CA) passed into law. It forms a significant part of the measures to protect and improve the wellbeing of children and to strengthen child protection responses. The CA introduced the requirement for agencies to develop and implement child protection policies and safety checking of workers. It also introduced a definition for people who work with children – 'children's workers' – and extended the responsibility of child protection beyond the statutory agency and the Police to include all government-funded children's services.

#### Children's (Requirements for Safety Checks of Children's Workers) Regulations 2015

Pursuant to section 32 of The Children's Act, the Regulations detail what a safety check for a 'children's worker' is and what steps must be taken for all those workers subject to this requirement.

#### Education Act 2020

Non-government schools in New Zealand are required to be registered with the Ministry of Education under the *Education and Training Act 2020*. Registration provides assurance to parents and the Community that non-government schools meet the standards determined by the Minister and other requirements specified in section 214 of the *Education and Training Act 2020*.

#### Education (Early Childhood Services) Regulations 2008

Licensed early childhood education (ECE) and care centres are required to comply with the regulatory

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standards and criteria set out in the Education (Early Childhood Services) Regulations 2008 and Licensing Criteria for Early Childhood Education and Care Services 2008. The guidance provided with each criterion is a starting point to show how services can meet the requirements. A licensed early childhood education and care centre must comply with the Ministry of Education funding rules in order to receive government funding.

### The Oranga Tamariki Act 1989

The Oranga Tamariki Act 1989, sets out under what circumstances a child up to the age of 18 could be considered to be experiencing or likely to be experiencing serious harm. This Act also sets out how people can report any child who they suspect is experiencing or is likely to experience serious harm, including but not exclusive to abuse or neglect.

### The Family Violence Act 2018

The Family Violence Act 2018 provides the ability to share information to assess and manage family violence risks. The information sharing provisions within this Act apply to the Family Violence sector. Under this Act, certain government agencies, NGO's providing family violence services, school boards, early childhood services, teachers, health practitioners and social workers will be able to share information with each other.

Under this law, you must consider sharing information if you receive a request from another agency or practitioner in the sector, or if you believe it may help protect a victim from family violence.

More information for practitioners can be found here: <https://www.justice.govt.nz/justice-sector-policy/key-initiatives/reducing-family-and-sexual-violence/a-new-family-violence-act/information-sharing-guidance/>

### The United Nations Convention on the Rights of the Child

Under the Convention on the Rights of the Child, children and young people, like adults, possess human rights. They also have the right to special protection because of their vulnerability to exploitation and abuse. New Zealand became a signatory to the Convention in 1993.

<https://www.occ.org.nz/childrens-rights-and-advice/uncroc/uncroc-basics/>

### The Harassment Act 1997

The Harassment Act makes the most serious kinds of harassment a criminal offence. If you complain to the police and they believe the harassment is criminal, they can arrest and charge the harasser. The Act says it's a criminal offence for someone to harass you, if they intended to make you fear for your safety or if they knew that what they were doing was likely to make you fear for your safety.

### Health and Safety at Work Act 2015

The *Health and Safety at Work Act 2015* sets out the principles, duties and rights in relation to workplace health and safety. A guiding principle of the Act is that workers and others need to be given the highest level of protection from workplace health and safety risks, as is reasonable.

### The Crimes Act 1961

The *Crimes Act 1961* has three relevant sections. Section 195 which outlines adults responsibilities to provide a standard of care to children and vulnerable adults when they have care of that child or

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vulnerable adult or they are a staff member of an institution where the child or vulnerable adult resides. A further section 195A details adults responsibilities to take reasonable steps to protect a child or vulnerable adult from any acts that they know are occurring which result in death, grievous bodily harm or sexual assault. A final section 152 outlines parent and guardians responsibilities to provide a child with necessities and to take reasonable steps to protect that child from injury.

*Section 195 -treatment or neglect of child or vulnerable adult*

(1) Every one is liable to imprisonment for a term not exceeding 10 years who, being a person described in subsection (2), intentionally engages in conduct that, or omits to discharge or perform any legal duty the omission of which, is likely to cause suffering, injury, adverse effects to health, or any mental disorder or disability to a child or vulnerable adult (the victim) if the conduct engaged in, or the omission to perform the legal duty, is a major departure from the standard of care to be expected of a reasonable person.

(2) The persons are—

(a) a person who has actual care or charge of the victim; or

(b) a person who is a staff member of any hospital, institution, or residence where the victim resides.

(3) For the purposes of this section and section 195A, a child is a person under the age of 18 years.

Section 195: replaced, on 19 March 2012, by section 7 of the Crimes Amendment Act (No 3) 2011 (2011 No 79).

*195A Failure to protect child or vulnerable adult*

(1) Everyone is liable to imprisonment for a term not exceeding 10 years who, being a person described in subsection (2), has frequent contact with a child or vulnerable adult (the victim) and—

(a) knows that the victim is at risk of death, grievous bodily harm, or sexual assault as the result of—

(i) an unlawful act by another person; or

(ii) an omission by another person to discharge or perform a legal duty if, in the circumstances, that omission is a major departure from the standard of care expected of a reasonable person to whom that legal duty applies; and

(b) fails to take reasonable steps to protect the victim from that risk.

(2) The persons are—

(a) a member of the same household as the victim; or

(b) a person who is a staff member of any hospital, institution, or residence where the victim resides.

(3) A person may not be charged with an offence under this section if he or she was under the age of 18 at the time of the act or omission.

(4) For the purposes of this section, —

(a) a person is to be regarded as a member of a particular household, even if he or she does not live in

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that household, if that person is so closely connected with the household that it is reasonable, in the circumstances, to regard him or her as a member of the household:

(b) where the victim lives in different households at different times, the same household refers to the household in which the victim was living at the time of the act or omission giving rise to the risk of death, grievous bodily harm, or sexual assault.

(5) In determining whether a person is so closely connected with a particular household as to be regarded as a member of that household, regard must be had to the frequency and duration of visits to the household and whether the person has a familial relationship with the victim and any other matters that may be relevant in the circumstances.

Section 195A: inserted, on 19 March 2012, by section 7 of the Crimes Amendment Act (No 3) 2011 (2011 No 79).

*Section 152 Duty of parent or guardian to provide necessities and protect from injury*

Everyone who is a parent, or is a person in place of a parent, who has actual care or charge of a child under the age of 18 years is under a legal duty—

“(a) to provide that child with necessities; and

“(b) to take reasonable steps to protect that child from injury.”

### Specified Offence – Schedule 2 of Children’s Act 2014

An offence against any of the following sections of the Crimes Act 1961 is a specified offence for the purpose of Part 3:

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- (1)section 98 (dealing in slaves):
  - (2)section 98AA (dealing in people under 18 for sexual exploitation):
  - (2A)section 124A (indecent communication with young person under 16):
  - (3)section 128B (sexual violation):
  - (4)section 129 (attempted sexual violation and assault with intent to commit sexual violation):
  - (5)section 129A (sexual conduct with consent induced by certain threats):
  - (6)section 130 (incest):
  - (7)section 131 (sexual conduct with dependent family member):
  - (8)section 131B (meeting young person following sexual grooming, etc):
  - (9)section 132 (sexual conduct with child under 12):
  - (10)section 133 (indecenty with girl under 12):
  - (11)section 134 (sexual conduct with young person under 16):
  - (12)section 135 (indecent assault):
  - (13)section 138 (sexual exploitation of person with significant impairment):
  - (14)section 139 (indecent act between woman and girl):
  - (15)section 140 (indecenty with boy under 12):
  - (16)section 140A (indecenty with boy between 12 and 16):
  - (17)section 141 (indecent assault on man or boy):
  - (18)section 142A (compelling indecent act with animal):
  - (19)section 143 (bestiality):
  - (20)section 144A (sexual conduct with children and young people outside New Zealand):
  - (21)section 144C (organising or promoting child sex tours):
  - (22)section 154 (abandoning child under 6):
  - (23)section 172 (punishment of murder):
  - (24)section 173 (attempt to murder):
  - (25)section 177 (punishment of manslaughter):
  - (26)section 178 (infanticide):
  - (27)section 182 (killing of unborn child):
  - (28)section 188 (wounding with intent):
  - (29)section 189(1) (injuring with intent to cause grievous bodily harm):
  - (30)section 191 (aggravated wounding or injury):
  - (31)section 194(a) (assault on child):
  - (32)section 195 (ill-treatment or neglect of child or vulnerable adult):
  - (33)section 195A (failure to protect child or vulnerable adult):
  - (34)section 198 (discharging firearm or doing dangerous act with intent):
  - (35)section 204A (female genital mutilation):
  - (36)section 204B (further offences relating to female genital mutilation):
  - (37)section 208 (abduction for purposes of marriage or sexual connection):
  - (38)section 209 (kidnapping):
  - (39)section 210 (abduction of young person under 16).
- Schedule 2 clause 1(2A): inserted, on 7 May 2015, by section 4 of the Vulnerable Children (Children's Worker Safety Checking—Indecency Offence) Amendment Act 2015 (2015 No 46).
- Schedule 2 clause 1(31): replaced, on 17 December 2016, by section 110 of the Statutes Amendment Act 2016 (2016 No 104).

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2 An offence that is equivalent to an offence against any section of the Crimes Act 1961 referred to in clause 1, but that was committed against a provision of the Crimes Act 1961 that has been repealed, is a specified offence.

3 An attempt to commit any offence referred to in clause 1 or 2, where the offence is not itself specified as an attempt and the provision does not itself provide that the offence may be completed on an attempt, is a specified offence.

4 A conspiracy to commit any offence referred to in clause 1 or 2 is a specified offence.

4A An accessory after the fact to any offence referred to in clause 1 or 2 is a specified offence.

Schedule 2 clause 4A: inserted, on 14 July 2017, by section 10 of the Vulnerable Children Amendment Act 2017 (2017 No 32).

5 An offence against any of the following sections of the Films, Videos, and Publications Classification Act 1993 is a specified offence for the purpose of Part 3:

(a) section 124 (offences relating to objectionable publications, involving knowledge):

(b) section 127(4) (exhibition to persons under 18):

(c) section 131A (offences relating to possession of objectionable publications, involving knowledge).

6 An offence against section 390 of the Customs and Excise Act 2018 is a specified offence for the purpose of Part 3.

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## Appendix E

### Definitions of Terms Used

Term	Definition
All People	Anyone who lives in or conducts work for The Community in a paid or unpaid capacity.
Centre Manager	The person(s) responsible for managing and operating any of the Gloriavale Christian Early Childhood Education (ECE) Centres. A Centre Manager is the equivalent to the Principal of a school.
Child	Anyone under the age of 18.
Child Protection	<p>The skills, knowledge and processes to recognise and respond to concerns about a child.</p> <p>Knowing how and when to work with other organisations during investigative processes into concerns for a child.</p> <p>The action to follow when a child is identified as suffering from, or likely to suffer from serious harm – for example, a disclosure of suspected abuse and neglect.</p>
Child Protection Policy	<p>A Child Protection Policy informs all of The Community and those who have contact with The Community about your commitment to the protection, safety and wellbeing of children. The Policy also provides accountability.</p> <p>The policy provides provides clear definitions of roles and responsibilities within The Community. The Policy also provides detailed guidance in recognising and responding to child abuse and neglect. This leads to consistency in the responses of Community Members to such concerns.</p>
Child Protection Procedures	Procedures form part of the policy. Procedures guide and direct you on the steps to take when Community Members have concerns for the safety and wellbeing of children. Procedures provide guidance needed in a crisis moment.
Child Safety	Reducing risk of harm to children.
Children's Worker	<p>(As defined in the Children's Act 2014) is a person who works in, or provides a regulated service (government or government funded), and the person's work-</p> <ol style="list-style-type: none"> <li>may or does involve regular or overnight contact with a child or children (other than children who are co-workers); and</li> <li>takes place without a parent or guardian of each child being present.</li> </ol>
Roles that require safety checks identical to Children's Worker Safety Checks	For the purpose of this Policy, Community Leaders, Board members, Educators, Young People's Leader, Community appointed supervisors of Children, Midwives and Child Protection Leads are classed as roles that require identical checks as Children's Workers due to their position of trust, power and influence over children.

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Children's Workers Safety Check	<p>Is a legislative requirement in New Zealand under the Children's Act 2014. <a href="#">Part 3 (Safety Checking) of Childrens Act 2014</a>. The aim is to develop a safe and competent children's workforce who can better identify, support and protect vulnerable people. The safety check is designed to identify people who pose a risk to children and prevent them from being employed in a position of trust that provides care or support to a child. This process can take up to 6 weeks.</p> <p>The safety check for new and existing Children's Workers:</p> <ul style="list-style-type: none"> <li>• Identity Verification Check</li> <li>• New Zealand Police Vetting Check</li> <li>• Reference Check (professional or personal)</li> <li>• Employment Verification Check</li> <li>• Professional Membership Check</li> <li>• Interview with the Applicant</li> <li>• Risk Assessment</li> </ul> <p>See <a href="#">Safety Checking Regulations</a> 2015 for Legislative Requirements of Safety Checks.</p>
Code of Conduct	Provides guidance on safe, appropriate and expected standards and behaviours of Community Members towards children. It reflects New Zealand and International legislation to prevent harm to children's health, safety and wellbeing.
Community Leader	A shepherd, servant, Trustee or Board Member
Community Member	All people who live in The Community. Community Member's include: <ul style="list-style-type: none"> <li>• Community Leaders</li> <li>• Educators</li> <li>• Partners (Christian Partners)</li> <li>• Children's Workers</li> <li>• Adults</li> <li>• Children</li> </ul>
Consultant	A non-Community Member who comes into The Community when requested to provide expert professional or technical advice (including trainers, independent investigators, medical doctors and community nurses) and normally requires payment.
Contractor	A non-Community Member or firm that comes into The Community when requested to provide materials or carry out a job.
Core Worker Exemption	A person who has convictions for specified offences can apply for a core worker exemption to allow them to work legally as a core children's worker. This process can only be completed by the Government agency that processes these exemption applications, <a href="#">Te Kāhui Kāhu</a> The responsibility for applying for an exemption is on the worker and the person intending to engage that person must request to see their exemption certificate from the same agency.
Disclosure	The action of making new or secret information known. It includes the process of a child starting to share their experiences with others. This process can start before the child is ready to put their thoughts and feelings in order. The process

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	can be verbal and/or nonverbal and can take place over a long period of time. It is a journey, not one act or action.
ECE	Early Childhood Education
Educators	All qualified and unqualified ECE and schoolteachers within The Community, including Registered Teachers and LATs ( <u>L</u> imited <u>A</u> uthority to <u>T</u> each a particular subject or subjects in school, granted by the Teachers Council, in particular circumstances upon request from a particular school).
Licencee	A person or organisation who owns or has responsibility for an ECE centre and has been issued a licence to operate by the Ministry of Education.
Mandated Reporting	A compulsory requirement to report all known or suspected cases of child abuse or neglect to a Child Protection Lead, Oranga Tamariki or the Police. No Child Protection Lead, Community Leader or Community Member can impede or inhibit a report being made or subject the reporting person to any bullying, harassment, punishment or sanction.
Mandated Reporter	Anyone to whom this policy applies is subjected to mandatory reporting of child abuse or neglect concerns as per guidance in this policy.
Nurture	All environmental variables that impact who we are, including our early childhood experiences, how we were raised, our social relationships, and our surrounding culture. It is to raise with support, love and understanding.
Police Vetting	A Police Vetting Check and Report from the New Zealand Police. Police vets are one element of a Children's Worker Safety Check.
Position of Trust	<p>People are considered to be in a 'Position of Trust' when they are likely to have regular contact with children as part of their role within The Community and:</p> <ul style="list-style-type: none"> <li>• the role carries an expectation of trust; and</li> <li>• the person is in a position to exercise authority, power or control over any children.</li> </ul> <p>These roles include but are not limited to: Children's Workers, Board Members, Educators, Midwives, Child Protection Leads, Youth Leaders, Community appointed supervisors of children, therapists, support workers and health providers.</p>
Principal	Head teacher of Gloriavale Christian School.
References	References from previous employers are one element of a Children's Worker Safety Check.
Registered Teacher	A registered teacher who holds a current Practising Teacher's Certificate issued by the New Zealand Teachers Council.
Shepherds & Servants	Spiritual leaders who live in and have oversight of all affairs and activities within The Community.
Specified Offences	An offence against any of the sections of the Crimes Act 1961 listed in <a href="#">Schedule 2 of The Children's Act 2014</a> is a specified offence for the purposes of <a href="#">Part 3 (Safety Checking) of Childrens Act 2014</a> . See <a href="#">Childrens Act Practical Guide</a> for guidance in considering these offences in Safety Checking. It is illegal to employ a person as a core Children's Worker (as defined in Childrens Act 2014) with a specified offence listed on their Children's Worker Police Vet if they do not have

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	a Core Worker Exemption.
Students in Placement	Any person coming into The Community for a period and is in a position of training to a more senior person. For example, a junior doctor in training to a senior visiting doctor, a midwife in training to a Community Midwife, a person accepted to be in training within the Gloriavale Christian School or a Gloriavale ECE Centre, any other area of training activity within The Community.
Supervisors	Head teachers of the Gloriavale ECE Centres.
The Christian Church Community Trust	<p>The Charitable Trust, the DEED of which was signed on 17.03.91, was incorporated under The Charitable Trusts Act 1957 on 14.06.91, and registered under the Charities Act 2005 on 30.05.08, and with objects concerning the establishment and development of Christian Church Communities according to the principles of the New Testament and the Declaration of Faith, What We Believe, the provision of means and facilities for residential Christian Church Community living, the education of the Children in the Christian Church Communities, the preaching of the Gospel, the education of the public, to help any person who is not a member of a Christian Church Community, and to perform any other charitable activity whatsoever.</p> <p>The Trust consists of up to five resident trustees with conformable belief of The Community and up to three qualified persons from outside The Community.</p>
Team Leaders	Leaders of various teams of women within The Community which rotate daily to meet the essential needs of all Community Members including meals, cleaning, laundry and food preparation.
The Community	Gloriavale Christian Community.
Trustee	A Trustee of The Christian Church Community Trust or a Trustee of the Gloriavale Christian School Board
Unqualified Teacher	A teacher working within The Gloriavale Christian School or any Gloriavale ECE Centre who does not have a current Registered Teachers Certificate.
Visitor	<p><b>Short Term</b></p> <p>Any short term visitors coming for a visit for one day only, or staying for one night only. These people require chaperoning by a community member to ensure the safeguarding of all Community children under 18 years, to care for the visitor's needs.</p> <p><b>Long Term</b></p> <p>Someone who stays at The Community in the communal living areas more than one night, including a person seeking to join The Community. This person requires a Police Vet Clearance prior to their first visit to the community.</p> <p>For complete guidance on the management procedures for all visitors, refer to the Gloriavale Visitors Policy.</p>
Wellbeing	Wellbeing is how a child feels and functions taking into consideration internal and external factors:

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	<ul style="list-style-type: none"> <li>• <b>Children are loved, safe and nurtured</b> - includes loving homes that are free from abuse and violence, having time with family and being safe from avoidable harm and accidents.</li> <li>• <b>Children have what they need</b> - this includes income and resources, as well as other important aspects of material wellbeing such as nutritious food and quality housing.</li> <li>• <b>Children are happy and healthy</b> - this includes physical and mental health, spaces and opportunities to play and healthy environments, including empathy in its simplest form, a sense and awareness of the emotions of other people.</li> <li>• <b>Children have the opportunity to learn and develop</b> - this includes education to build knowledge, skills and capabilities and opportunities to develop resilience and self-esteem to achieve their full potential.</li> <li>• <b>Children are accepted, respected and connected</b> - this includes feeling a sense of belonging, living free from racism and discrimination, having good relationships and being connected to identity.</li> <li>• <b>Children are involved and empowered</b> - this includes support to contribute, be listened to, care for others, make healthy choices and develop autonomy.</li> </ul>
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## Appendix F

### Definition of Age-Appropriate and Concerning Sexual Behaviour

Children's curiosity can lead to exploring their own and each other's body parts by looking and touching.

They may peek when family members are in the bathroom or changing clothes or try to listen outside the bedroom. They may try to look at magazines, books, videos or images on the internet.

It can be hard to tell the difference between "normal" sexual behaviors and behaviors that are signs that a child may be developing a problem. Sexual play that is more typical or expected in children will more often have the following traits:

- The sexual play is between children of similar size, age, and social and emotional development.
- It is lighthearted and spontaneous. The children may be giggling and having fun when you discover them. When adults set limits (for example, children keep their clothes on at daycare) children are able to follow the rules.

#### Preschool age (0 to 5 years)

##### Common:

- Will have questions and express knowledge relating to:
  - differences in gender, private body parts,
  - hygiene and toileting,
  - pregnancy and birth.
- Will explore genitals and can experience pleasure.
- Showing and looking at private body parts.

##### Concerning:

- **Having knowledge of specific sexual acts or explicit sexual language.**
- **Pulling other childrens pants down and skirtsup against their will**
- **Persistent peeping at other children in toilets and bathrooms or getting changed.**
- **Simulating sexual behaviour in doll play or with other children**
- **Persistent masturbation**
- **Sexual behaviour between young children involving penetration with objects or oral sex.**
- **Child forcing another child to engage in sexual play**

#### School-age (6-8 years)

##### Common:

- Will need knowledge and have questions about
  - physical development, relationships, sexual behavior
  - menstruation and pregnancy,
  - personal values.

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- Experiment with same-age and same gender children, often during games or role-playing. This play is often “I’ll show you mine, you show me yours” , there is an innocence and curiosity about the play.
- Self stimulation in private is expected to continue.

**Concerning:**

- **Simulating or partaking in adult like sex acts, such as oral sex or penetration.**
- **Having knowledge of specific sexual acts,**
- **Behaving sexually in a public place or through the use of phone or internet technology.**
- **Persistent masturbation, particularly in front of others.**
- **Engaging significantly younger children in sexual play.**

**School-age (9-12 years)**

Hormonal changes and external influences, such as peers, will increase sexual awareness, feelings and interest at the onset of puberty.

**Common:**

- Will need knowledge and have questions about
  - Puberty, pregnancy
  - Sexual materials and information,
  - Relationships and sexual behavior,
  - Using sexual words and discussing sexual acts and personal values, particularly with peers.
- May want to touch genitals, breasts and buttocks of other same aged children but is able to respond to adult guidance when told not to.
- Erections.
- Self stimulation in private is expected to continue.
- Becoming protective and conscious of their bodies and requiring increased privacy, eg; in the bathroom.

**Concerning:**

- **Adult-like sexual interactions such as oral sex, penetration or intercourse**
- **Attempts to engage others in oral, anal/vaginal sex.**
- **Excessive erections.**
- **Inserts objects in own or others genital/rectum.**
- **Touching genitals of animals**
- **Behaving sexually in a public place.**
- **Child appears to be preoccupied or obsessed by sexual behaviour.**
- **Sexual play is not mutual, there is coercion or force used.**
- **Wants to compare genitals or sexual play with much younger or older child.**
- **Preoccupied with touching genitals, breasts, buttocks of other children. (even when told not to)**

**Adolescence (13 to 17)**

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**Common:**

- Will need information and have questions about
  - Decision making
  - Social relationships and sexual customs
  - Personal values and consequences of sexual behavior.
- Self stimulation in private is expected to continue.
- Girls will begin menstruation; boys will begin to produce sperm.
- Sexual experimentation between adolescents of the same age and gender is common.

**Concerning:**

- Regularly occurring adult-like sexual behavior.
- Behaving sexually in a public place.
- Preoccupied or obsessed by sexual behaviour.
- Inserts objects in own or others genital/rectum.

**Harmful Sexual Behaviours for those aged 13-17 include:**

- Asks people to take their clothes off at times using force.
- Demands to see genitals/breasts/ buttocks of children and adults.
- Forces other children into sexual touching.
- Coercion or force is used in oral, anal/vaginal sex.
- Coercion or force used when inserting objects into genitals/rectum of others.
- Sexual behaviour with animals
- Persistent masturbation and masturbation in a public place.
- Masturbating with objects
- Sexual interest directed toward much younger children.

**Harmful sexual behaviours** are complex and are behaviours that go far beyond what is developmentally appropriate sexual exploration. They persist over time and are part of a pattern rather than isolated events.

**Force or coercion** is someone using threats, violence, bribery (money or treats) or tricking to get someone to engage in a sexual act.

**Inequalities** such as age differences, intellectual functioning, emotional development, knowledge and life experiences, power and authority and physical size are additional factors to consider when thinking about is this a concerning or harmful sexual behaviour. For example not all 15 year olds are functioning at the same intellectual or emotional development stage and therefore could be more vulnerable to being taken advantage of sexually.

All adults are more powerful than children by way of their age. Anyone in a powerful position could take advantage of that position to coerce a child to take part in sexual acts.

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