



Recognising and Responding to
Child Abuse
and
Safe Recruitment Workbook

SESSION 3

CONTENTS

Introduction	2
Dealing with abuse.....	2
Five Pairs of Eyes.....	2
Definitions of Abuse.....	3
Recognising Abuse and Neglect	4
Indicators of Abuse	4
Specific Indicators of Abuse	4
Group Teaching Example	8
Recording, Reporting and Responding to Suspected Abuse.....	9
Child Protection Procedures Flowchart	10
Allegations Against Church Leaders.....	12
Keeping the Family Informed.....	12
Confidentiality and Requests for Information	12
Group Exercises.....	14
Preschool Scenarios	14
Primary School Scenarios.....	15
Youth Scenarios	17
Safe Recruitment Introduction	18
Safe Recruitment	19
Training	22
Offences That Make One Unsuitable For Ministry To Young People - Vulnerable Children Act 2014	22

Disclaimer:

This document is intended as a resource for the Church. The Book of Order and its subordinate standards contain the Church's official rules and directions. Any perceived conflict between the information contained in this resource and the Church's Book of Order and subordinate standards is entirely unintentional. Furthermore, the New Zealand law supersedes any rules or directions that may be perceived as conflicting

INTRODUCTION

Session 3 outlines the policies and procedures that guide our behaviour to protect our children and young people. It helps us know how to recognise, report and support in response to Child Abuse.

The Presbyterian Church of Aotearoa New Zealand (PCANZ) Council of Assembly issued its *Child Protection Policy*, as a Supplementary Provision to the Book of Order, on 11 December 2018.

Section 7 of the *Child Protection Policy* states:

7. ROLES AND RESPONSIBILITIES

The Church has a full and active part to play in protecting children and young people from harm. It is the responsibility of the Church to be vigilant, have knowledge and awareness of the indicators of neglect and abuse, whether actual or potential, and to report any concerns, suspicions or allegations immediately. The Church has a responsibility to take seriously any concern, suspicion or allegation raised. (CPP, p. 3)

DEALING WITH ABUSE

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

FIVE PAIRS OF EYES

Ideally every young person in New Zealand will have five pairs of caring eyes looking out for them, supporting and encouraging them and their parents, but also able to recognise signs of abuse and report where necessary.



PAUSE AND THINK ABOUT WHO YOU MIGHT BE "A PAIR OF EYES" FOR?

Where child abuse is known or suspected, everything must be done to ensure the ongoing safety of the child concerned, along with the ongoing safety of any other child who is in close connection to the alleged offender. The child is the primary concern and all other concerns (including the guilt or innocence of the alleged offender) must be secondary. This does not mean that the alleged offender is to be considered guilty without due investigation, but that the child's concerns and safety come first. In no way must any child be left in a harmful, or potentially harmful, situation.

RECOGNISING ABUSE AND NEGLECT GROUP ACTIVITY:

Divide into five groups. Each group is assigned to one of the five A3 sheets of paper:

Start off brainstorming and writing up as many indicators as you can around each of the headings. After a few minutes each group then moves onto the next A3 poster sheet and adds to that. Continue until each group has added to every category.

Note: These definitions and indicators have been copied from and adapted with permission and in conjunction with Child Matters <http://www.childmatters.org.nz>

See: 'How Can I Tell? Recognising Child Abuse' Author: Anthea Simcock ISBN: 978-0-473-12405-2

Abuse tends to be divided into the following 5 categories: Physical, Emotional, Sexual, Neglect and Family Violence.

PHYSICAL ABUSE

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

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional ill treatment of a child such as to cause severe and persistent adverse effect on the child's emotional development. This can include a pattern of rejecting, degrading, ignoring, isolating, corrupting, exploiting or terrorising a child. It may also include age or developmentally inappropriate expectations being imposed on children. It also includes seeing or hearing about the ill treatment of others. It may also include discrimination on the grounds of cultural practices, ethnicity, gender or sexual orientation.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities (penetrative and non-penetrative, for example, rape, kissing, touching, masturbation) as well as non-contact acts such as involving children in the looking at or production of pornography such as sexual images, sexual activities and sexual behaviours.

Those in the Church (voluntary and paid) with responsibility for children and young people should be aware of their 'duty of care' which precludes developing a sexual relationship with or grooming of a child. A sexual relationship between a leader and a child will always be wrong, unequal and unacceptable.

NEGLECT

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

FAMILY VIOLENCE

Family Violence can take many forms and includes not only acts of physical violence, but also intimidating behaviour such as threatening to harm people, pets or property. Children are always affected either emotionally or physically where there is family violence even if they are not personally injured or physically present.

INDICATORS OF ABUSE

The [indicators](#) for child abuse and neglect fall into three general categories or indicators - Physical, Behavioural and those related to the Caregiver.

- **Physical indicators:** Injuries to a child that are severe, occur in a pattern or occur frequently. These injuries range from bruises to broken bones to burns or unusual lacerations and are often unexplained or inconsistent with the explanation given
- **Behavioural indicators:** The child's actions, attitudes, and emotions can indicate the possibility of abuse or neglect. Behavioural indicators alone are much less reliable than physical indicators, as a child's behaviour may be the result of a variety of other problems or conditions. When observing changes in behaviour, look for the frequency and pattern of the new behaviour, as well as a child's age and stage of development. For example, it is normal for younger children to be wary of adults, as they may have been taught not to talk to strangers. Look for a combination of physical and behavioural indicators.
- **Caregiver indicators:** Caregivers who abuse, neglect or exploit children are either unable or unwilling to provide care and protection in an appropriate way. Those who are unable to provide care and protection may be physically unable due to their own medical or health condition. They may be overly stressed, tired, or working under the influence of drugs or alcohol which limits their abilities. Caregivers who are unwilling to provide children with the appropriate level of care and protection are more aware that what they are doing is wrong but continue to act in that way. These caregivers may not view the child as someone who has feelings and emotions and often have the need to control others or have displaced aggression towards weaker persons.

The indicators alone do not prove child abuse or neglect. Likewise, the absence of indicators does not exclude the possibility that abuse is occurring. If you have any concerns about the wellbeing of a child follow the steps on the Child Protection Flowchart on page 11 of this manual or in the PCANZ Child Protection Policy.

SPECIFIC INDICATORS OF ABUSE

Physical Abuse Indicators

- Physical Indicators:
 - Bruises, welts, cuts and abrasions
 - Burns - small circular burns, immersion burns, rope burns etc.
 - Fractures and dislocations - skull, facial bones, spinal fractures etc.
 - Multiple fractures at different stages of healing
 - Fractures in very young children
- Behavioural Indicators:
 - Inconsistent or vague explanations regarding injuries
 - Wary of adults or a particular person

- Vacant stare or frozen watchfulness
 - Cringing or flinching if touched unexpectedly
 - May be extremely compliant and eager to please
 - Dresses inappropriately to hide bruising or injuries
 - Runs away from home or is afraid to go home
 - May regress (e.g. bedwetting)
 - May indicate general sadness
 - Could have vision or hearing delay
 - Is violent to other children, or to animals
- Caregiver Indicators:
 - Inconsistent or vague explanations regarding injuries
 - May appear unconcerned about the child's wellbeing
 - May state the child is prone to injuries or lies about how they occur
 - Delays in seeking medical attention
 - May take the child to multiple medical appointments and seek medical treatment without an obvious need

Emotional Abuse Indicators

- Physical Indicators
 - Bed wetting or bed soiling with no medical cause
 - Frequent psychosomatic complaints (e.g. headaches, nausea, abdominal pains)
 - Non-organic failure to thrive
 - Pale, emaciated
 - Prolonged vomiting and/or diarrhoea
 - Malnutrition
 - Dressed differently to other children in the family
- Behavioural Indicators:
 - Severe developmental lags without obvious physical cause
 - Depression, anxiety, withdrawal or aggression
 - Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
 - Overly compliant
 - Extreme attention seeking behaviours or extreme inhibition
 - Running away from home, avoiding attending at school
 - Nightmares, poor sleeping patterns
 - Anti-social behaviours
 - Lack of self esteem
 - Obsessive behaviours
 - Eating disorders
- Caregiver Indicators:
 - Labels the child as inferior or publicly humiliates the child (e.g. name calling)
 - Treats the child differently from siblings or peers in ways that suggest dislike for the child
 - Actively refuses to help the child
 - Constantly threatens the child with physical harm or death

- Locks the child in a closet or room for extended periods of time
- Teaches or reinforces criminal behaviour
- Withholds physical and verbal affection
- Keeps the child at home in role of servant or surrogate parent
- Has unrealistic expectations of the child
- Involves the child in adult issues such as separation or disputes over the child's care
- Exposes the child to situations of arguing and violence in the home

Sexual Abuse Indicators

- Physical Indicators:
 - Unusual or excessive itching or pain in the genital or anal area
 - Torn, stained or bloody underclothing
 - Bruises, lacerations, redness, swelling or bleeding in genital, vaginal or anal area
 - Blood in urine or stools
 - Sexually transmitted infections
 - Pregnancy
 - Discomfort in sitting or fidgeting as unable to sit comfortably
- Behavioural Indicators:
 - Age-inappropriate sexual play or language
 - Bizarre, sophisticated or unusual sexual knowledge
 - Refuses to go home, or to a specific person's home, for no apparent reason
 - Fear of a certain person
 - Depression, anxiety, withdrawal or aggression
 - Self-destructive behaviour. This can include self-harm, suicide, alcohol and drug abuse
 - Overly compliant
 - Extreme attention seeking behaviours or extreme inhibition
 - Dresses inappropriately to hide bruising or injuries
 - Eating disorders
 - Compulsive behaviours
- Caregiver Indicators:
 - May be unusually over-protective of the child
 - Accuses the child of being sexually provocative
 - Misuses alcohol or drugs
 - Invades the child's privacy (e.g. during dressing, in the bathroom)
 - May favour the victim over other children

Neglect Indicators

- Physical Indicators:
 - Dressed inappropriately for the season or the weather
 - Often extremely dirty and unwashed
 - Severe nappy rash or other persistent skin disorders
 - Inadequately supervised or left unattended frequently or for long periods
 - May be left in the care of an inappropriate adult
 - Does not receive adequate medical or dental care

- Malnourished - this can be both underweight and overweight
 - Lacks adequate shelter
 - Non-organic failure to thrive
- Behavioural Indicators:
 - Severe developmental lags without an obvious physical cause
 - Lack of attachment to parents/caregivers (insecure attachment)
 - Indiscriminate attachment to other adults
 - Poor school attendance and performance
 - Demanding of affection and attention
 - Engages in risk taking behaviour such as drug and alcohol abuse
 - May steal food
 - Poor social skills
 - No understanding of basic hygiene
 - Caregiver Indicators:
 - Puts own needs ahead of those of the child
 - Fails to provide for the child's basic needs
 - Demonstrates little or no interest in the child's life - does not attend school activities, social events
 - Leaves the child alone or inappropriately supervised
 - Drug and alcohol use
 - Depression

Family Violence Indicators

- Indicators in the tamariki or rangatahi:
 - Physical injuries consistent with the indicators of Physical Abuse
 - Absenteeism from school
 - Bullying or aggressive behaviour
 - Complaints of headaches or stomach aches with no apparent medical reason
 - Talking or describing violent behaviours
- Indicators in the Victim:
 - Physical Injuries including: bruising to chest and abdomen, injuries during pregnancy
 - Depression and/or anxiety
 - Inconsistent explanations for injuries
 - Fearful
 - Submissive
- Indicators in the Offender:
 - Isolates and controls partner and children
 - Threatens, criticises, intimidates, uses aggressive and physical abuse towards partner and children
 - Minimises and denies own behaviour, or blames victim for the perpetrators own behaviour

Consider the following scenario:

Every week a child comes to Sunday school you notice bruising on his legs. It's become a bit of a joke that the child's clumsy. One week you notice some welts on the back of the legs, and the child has a bit of trouble sitting down. The child says he has a sore backside from Dad smacking him. Mum and Dad are helpers in the Youth Group. You talk to them about the bruising and they say yes, they had to give their child a good wallop before coming to church because of bad behaviour. They say that The Government has got the corporal punishment thing wrong, and that they have every right to smack their child, and furthermore they believe they are being obedient to God by doing so.

Briefly discuss the following

1. Is this abuse? Why or why not?
2. Does it need to be reported? Why or why not?
3. What other actions could we take to support this young person and their family?

Children do not generally have the power to stop abuse. They rely on others to help them. We must act in their best interests and take all reasonable steps to ensure their safety. Our legal obligation is to report suspected or disclosed child abuse.

Child abuse can involve ongoing, repeated or persistent abuse, or it may arise from a single incident.

Child abuse can occur in many different settings and forms and may come to light in a variety of different ways. These can include, but are not limited to:

- Direct or indirect disclosure by the child or someone known to the child;
- Suspicions of abuse by those involved with the child;
- Allegations and/or direct observations or signs displayed in the child's physical or emotional behaviour;
- Direct witnessing of abuse.

When disclosures of abuse come directly from a child, it is important that you take what the child says seriously. This applies irrespective of the setting, or your own opinion on what is being said. When a child tells you what has been happening to them, or when you witness or suspect child abuse, it is important that you, as the adult, remain **calm** and **confident**. It is also possible that an adult may disclose their concerns about abuse happening to a child they know. The steps below will help you respond to any disclosure that a child or adult makes to you, or any concerns that you have for a child's safety.

RESPOND: Respond to the person (adult or child) – Accept without judgement what they tell you and/or what you see. You must:

- stay calm
- listen and hear
- give time to the child or adult to say what they want
- reassure them that they were right to tell
- tell the child or adult that they are being taken seriously and that they are not to blame
- explain that you may have to pass on what the child or adult has told you as soon as you are aware that the child is making a disclosure
- give an age appropriate explanation to a child of what the child can expect to happen next
- Record in writing what was said as soon as possible, using the child's own words where possible.
- Report the concern to the appropriate statutory agency, in consultation with the Child Protection Officer.

You must not:

- make the child repeat the story unnecessarily
- promise to keep secrets
- enquire into the details of the alleged abuse, this is a specialised job for the Police or Oranga Tamariki
- ask leading questions

SAFETY: Ensure the safety of the child. Always take action in the short term to ensure the immediate safety of the child. This will mean contacting Oranga Tamariki (**0508 326 459**) or the Police (**111**) if you think there is an **immediate** risk to the child.

RECORD: Record immediately all initial statements, observations and concerns to avoid misinterpretations or confusion at a later date. Date and sign the document.

CONSULT: Where possible do not make decisions alone unless someone is in immediate danger. Consider seeking advice about best action steps from one of the national support agencies listed here:

- <https://www.areyouok.org.nz/support-available/family-violence-services/>
- <https://www.victimsinfo.govt.nz/>
- <https://www.shinelawyers.co.nz/blog/abuse-law/reporting-child-abuse-in-new-zealand-your-obligations/>
- <https://nzfvc.org.nz/links> -

You can also consult your Child Protection Officer or Minister if appropriate.

REPORT: **If you have any concerns, you or the Child Protection Officer must report these immediately to Oranga Tamariki (0508 326 459) or the Police (111).** Inform the Child Protection Officer as soon as possible. Oranga Tamariki are going to want to know the child's name and address, and any details about the abuser.

Note: Oranga Tamariki take your safety seriously too. When you report a concern they will ensure that you are not mentioned in any communication with the family being investigated.

RECORD: Record in writing all conversations and actions taken and keep these records securely in the Child Protection Register, this is a confidential paper and or electronic file that only key staff, leaders and your churches Child Protection Officer can have access to. All decisions, including if the concern does not require notifying Oranga Tamariki or the Police, must be recorded in writing and kept securely in the Child Protection Register with the reasons clearly identified and explained. Effective documentation, including referrals and notifications, must include the following:

- A record of facts, including observations, with time and date
- What was said and by whom, using the person's words
- What action has been taken, by whom and when

FOLLOW UP: If you have told the person you believe is responsible for taking action and they do not act, take further action yourself. This includes following up with Oranga Tamariki to ensure appropriate actions are being carried out.

SUPPORT: Seek support for yourself. Responding to a child protection issue can be stressful.

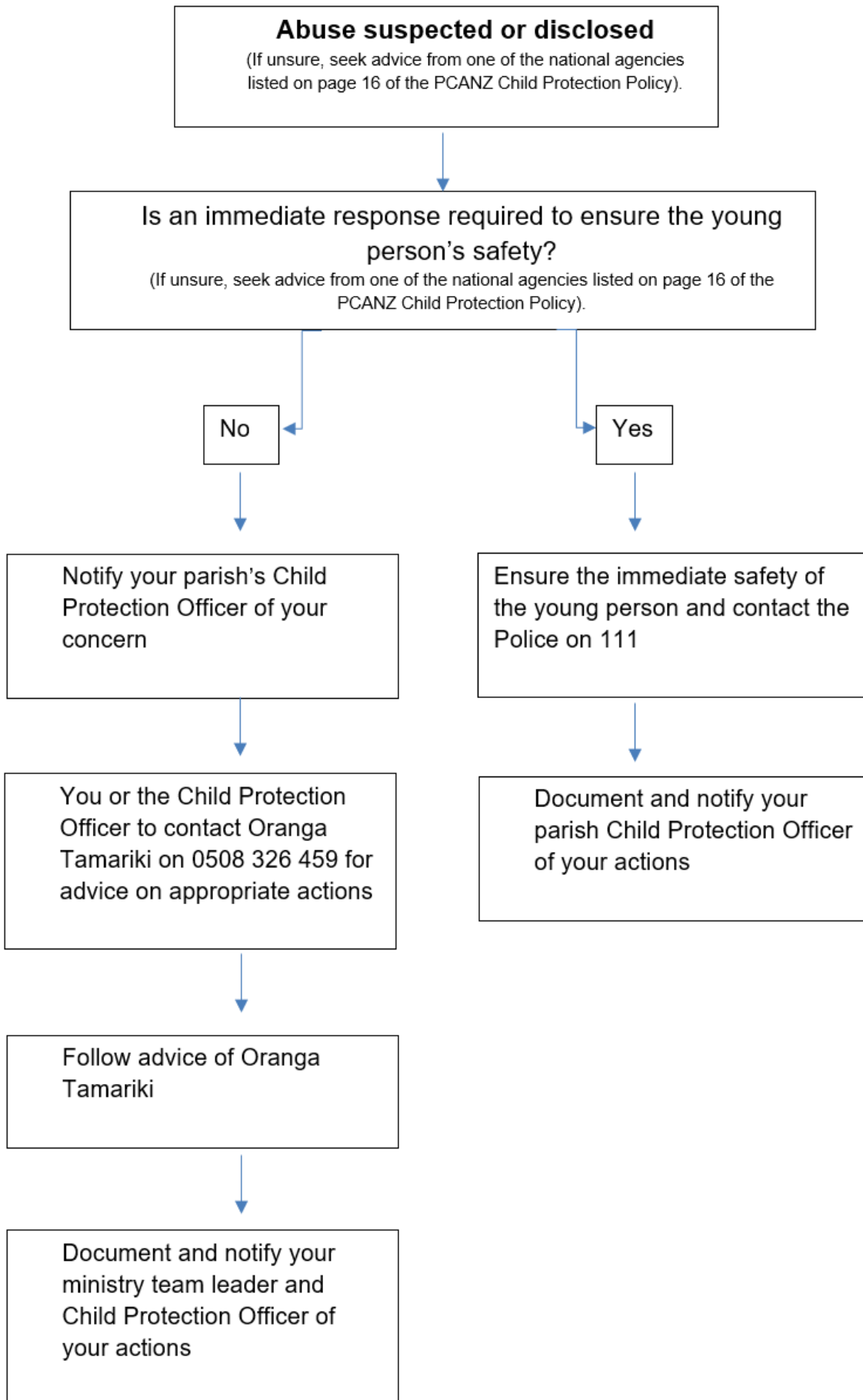
Think "what if I'm right?" Not "what if I'm wrong?"

It's not our job as volunteers, staff, team leaders or as church child protection officers to investigate to decide if abuse really is happening. Our job is simply to report any concerns we have.

It is the job of the Police and Oranga Tamariki to investigate and decide on any appropriate support or actions.

Consider using the support agencies listed above for advice.

*All concerns or allegations of abuse **must** be reported to Oranga Tamariki and /or the NZ Police.*



ALLEGATIONS AGAINST CHURCH LEADERS

All allegations of abuse against children and young persons must be reported in line with the steps outlined in the Recording, Reporting and Responding to Suspected Abuse. Chapter 15 of the Book of Order outlines the process for dealing with complaints against ministers and leaders in the church. The Church process may need to be initiated if there is a need to ensure the immediate safety of people through the suspension of a minister or leader pursuant to 15.12, however this needs to be undertaken carefully so as not to compromise any Police or Oranga Tamariki process. Other than if immediate action is needed as envisaged in 15.12, internal investigation or collection of evidence should not occur until the police or Oranga Tamariki has concluded their investigation. For more information contact the Book of Order Advisor in the PCANZ National Office.

KEEPING THE FAMILY INFORMED

Although the parent or caregiver of the child will usually be informed of concerns, there may be times when those with parental responsibility may not be initially informed. This may happen in circumstances when:

- the parent or caregiver is the alleged perpetrator
- it is possible that the child may be intimidated into silence
- there is a strong likelihood that evidence will be destroyed
- the child does not want their parent or caregiver involved and they are of an age when they are competent to make that decision"

CONFIDENTIALITY AND REQUESTS FOR INFORMATION

Information regarding any abuse is highly sensitive and must be handled with appropriate confidentiality. In dealing with such information, the Church will comply with the Privacy Act, in particular referring to the *Principles* Section 2: 1-12.

As a brief guide,

Principle 1, Principle 2, Principle 3 and Principle 4 govern the collection of personal information. This includes the reasons why personal information may be collected, where it may be collected from, and how it is collected.

Principle 5 governs the way personal information is stored. It is designed to protect personal information from unauthorised use or disclosure.

Principle 6 gives individuals the right to access information about themselves.

Principle 7 gives individuals the right to correct information about themselves.

Principle 8, Principle 9, Principle 10 and Principle 11 place restrictions on how people and organisations can use or disclose personal information. These include ensuring information is accurate and up-to-date, and that it isn't improperly disclosed.

Principle 12 governs how "unique identifiers" - such as IRD numbers, bank client numbers, driver's licence and passport numbers - can be used.

Should the Church be contacted with a request for information or access to interview a child then as well as noting the privacy requirements above, consider such things as:

- confirming the identity and credentials of person requesting information
- notifying the Child Protection Officer
- identifying the specific information required and the purpose
- checking that the Church holds the information requested
- the reason for the request, and potential risk to children, as judged case by case,
- informing the family/whānau that information has been requested, by whom and seek permission. If this is a child protection issue, permission from the family/whānau is not required
- documenting all steps in the process

CONTACTS

Church councils must make this policy readily available to all who work with children and young people and to those in leadership positions. The following contact details should be publicized:

Congregation: Congregation Safety Officer (Name: Telephone)

Presbytery: Presbytery Safety Officer (Name: Telephone)

If it is suspected that a child is in immediate danger, the police must be contacted on 111.

Consider consulting the following national agencies for advice and support

- <https://www.areyouok.org.nz/support-available/family-violence-services/>
- <https://www.victimsinfo.govt.nz/>
- <https://www.shinelawyers.co.nz/blog/abuse-law/reporting-child-abuse-in-new-zealand-your-obligations/>
- <https://nzfvc.org.nz/links> -

For further information about police vetting, check out the [Presbyterian website or contact](#) the Assembly Office: Phone (04) 801 6000.

GROUP EXERCISES

Now it's your turn...

Again, get into groups of no more than six people who are ideally working with the same broad age group of either:

- Preschool
- Primary School
- Secondary school and older

Your groups should now collectively go through **at least one** of the scenarios associated with your age group. For each scenario read the scenario out loud to your group and discuss:

1. Does the scenario raise cause for concern and why?
2. The steps you would take as a response to the scenario using the procedures located in this workbook.
3. What other actions could we take to support this young person and their family using the Children's and Youth Ministry Code of Ethics RESPOND process.

PRESCHOOL SCENARIOS

1. At your church's mainly music session your team is becoming increasingly concerned with the way the one of the mothers speaks to her two-year-old son, often telling him that he is useless and stupid.
2. On Facebook a parent of a four-year-old girl in your preschool Sunday school class shares a public link to a family photo album with you. As you begin looking at the album you are surprised and a bit uncomfortable about how many of the photos are of the child naked
3. You are a leader at the mums and tots group at church. You have arranged to go to Susan's house (one of the mums) for morning tea. When you arrive at the house the door is open. You look in the door and you see a baby in the cot, and the three-year old on the couch watching tv with a pile of lollies. There are no adults in the house. Both parents arrive back at the house 30 minutes later, saying they had an emergency at the neighbour's house.
4. Every time one little boy is in creche he goes around breaking all the toys. He kicks over the block towers the other kids make, and last week he got some scissors from the craft table and started cutting up one of the toys. Previously he has got the toy animals and thrown them around the room.

For the scenario you have chosen:

1. Does the scenario raise cause for concern and why?
2. The steps you would take as a response to the scenario using the procedures located in this workbook.

3. What other actions could we take to support this young person and their family using the Children's and Youth Ministry Code of Ethics RESPOND process.

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PRIMARY SCHOOL SCENARIOS

1. Three days into your holiday program for primary school age students you find one of your eight-year-old children sobbing in the toilets. In their hand you find a note written by at least two of the other holiday program participants saying that they don't want this student here because they are too ugly.
2. Callum is a 7 year old boy in your Sunday School where you are a teacher. One Sunday some of the girls approach a teenage helper saying, "Callum does rude things to us girls". The teenager thanks the girls for telling her and says they've done the right thing. She then seeks advice from you as the Sunday School teacher. This rings alarm bells as you recall having to ask Callum on several occasions recently to remove his hands from his pants. You have also noticed Callum's drawings have seemed to be somewhat sexual in nature. He draws what looks like large penises on bodies in his picture. You alarmingly recall Callum making a comment that one day he is going to have a "big hairy penis" like the man next door.
3. An 8 yr old boy comes to the Sunday morning children's programme at church, intermittently. At morning tea time he always takes as many biscuits as he can. He often puts 2 or 3 in his pockets, saying these are for

Dad. The other children complain. After the Children's programme, all the children then join the adults for morning tea. The boy again eats several biscuits and will slip some more into his pocket. How do you respond to this?

4. A family with 3 girls attends your church. The 2 younger girls are in the Sunday school and one Sunday they have a big fight about an activity. One sister punches the other and pulls hair, and even kicks the other. You separate the girls, and get it sorted for the session. The older sister comes into collect them. She catches the last of the fight and she gives them both a good slap and pulls them off to the car to go home

For the scenario you have chosen:

1. Does the scenario raise cause for concern and why?
2. The steps you would take as a response to the scenario using the procedures located in this workbook.
3. What other actions could we take to support this young person and their family using the Children's and Youth Ministry Code of Ethics RESPOND process.

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1. After youth group a parent of one of the students pulls you aside and shows you a screenshot of a fortnight game chat where some other players have been making derogatory comments about their son, although the identity of the players making these comments isn't immediately apparent as they are using pseudonyms the parent is adamant that the comments are coming from two other students in the youth group.
2. You are a youth leader at your Church's Friday night youth group. You have been uncomfortable with the interactions of Jonny (a twenty year old youth leader) with the girls. Jonny is good looking, and many of the girls aged fourteen to sixteen give him a hug when they arrive at youth group. Last month Sarah's mum call you to say surprised to hear that fifteen year daughter had been given a ride home from youth group by Jonny by herself, you thanked her for letting her know, you assured her this was breaking the church's policy and you would speak to Jonny. That same day you approached Jonny and reminded him of the rules. This evening when you were on facebook, you were surprised to see Sarah tagged in a photo with Jonny. They are both in a hot tub together, with Sarah only in her bra, with what only can be described as a love bite on her neck.
3. You are chatting with a couple of the teenagers (14 and 16 years old) who attend your Friday night community gathering, they are talking about the party they had at one of their houses last week (at the 16-year-olds). They are comfortable with you and talk openly and explicitly about consuming lots of alcohol to the point of vomiting and say they do this quite often. You ask what their parents think about this and they say that they are fine and that they even buy the alcohol for the parties
4. At 11:30 PM you get a knock on your door. You open it to find one of your 15-year-old youth group members puffing from running, his nose is bleeding, he has several other bruises on his face and swollen knuckles. He tells you he has had a massive fight with his dad where they both hit each other several times he then left the house and ran to your place. He begs you not to let his parents know where he is.

For the scenario you have chosen:

1. Does the scenario raise cause for concern and why?
 2. The steps you would take as a response to the scenario using the procedures located in this workbook.
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3. What other actions could we take to support this young person and their family using the Children's and Youth Ministry Code of Ethics RESPOND process.

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SAFE RECRUITMENT INTRODUCTION

Before making any appointment (paid or voluntary), where the person might be expected to work with children or young people, the Church will complete a robust safety checking process to ascertain the suitability and safety of the potential employee or volunteer to work with children and young people. All appointments made by the Church, including volunteers, will follow the requirements of the Church's Conditions of Service Manual.

All aspects of the Safe Recruitment procedures must be completed before any person commences working with children or young people.

All employees and volunteers working with children or young people must go through the police vetting process every three years.

The Church will follow the safe recruitment procedures listed below for employees and volunteers who are working with children and young people.

All aspects of the Safety Recruitment must be completed before any person commences.

Step 1: Identify Verification

- a. In order to confirm the identity of the applicant, two forms of ID as approved by the Police Vetting Service must be sighted.
- b. Appointees must provide personal contact details.

Step 2: Police Vetting

Employees and volunteers will be vetted using the New Zealand Police Vetting service provided through the Assembly Office once every three years.

- i. It is important to note that police vetting of a potential worker by the Church will only render information relevant to offences relating to family violence, abuse and other violations of human dignity irrespective of the time of occurrence. Minor convictions such as theft, parking or speeding violations are only flagged in the vetting process for seven years after the offence. Offences that make one unsuitable for working with children and young people are listed in (Appendix 6).
- ii. For more details on what information Police may release go to:<http://www.police.govt.nz/advice/businesses-and-organisations/vetting/information-about-vetting>
- iii. On receipt of an adverse police vetting report the church council must take immediate action. The person should be stood down immediately from working with children and young people.
- iv. An adverse vetting report does not necessarily exclude the applicant from serving in other areas of the Church in which they will not be working with children and young people and certainly does not exclude them from church membership.

For the latest guidelines on how to use the New Zealand Police Vetting service through the Assembly office:

<https://www.presbyterian.org.nz/for-parishes/employing-and-managing-staff/police-checks>

Step 3: Interview and Reference Check

In an **interview**, questions will be asked to provide answers to help assess suitability for a position.

- i. Views and attitudes on disciplining children and keeping safe around children.
- ii. Experiences and relationships in working with children.
- iii. Whether the person has ever committed or been accused of any acts of child molestation or abuse.

All potential employees will give a minimum of 3 **referees**, at least one of whom is not related to the applicant. Referees should be able to vouch for the applicant's skills, attitudes, values, past behaviours and relationships.

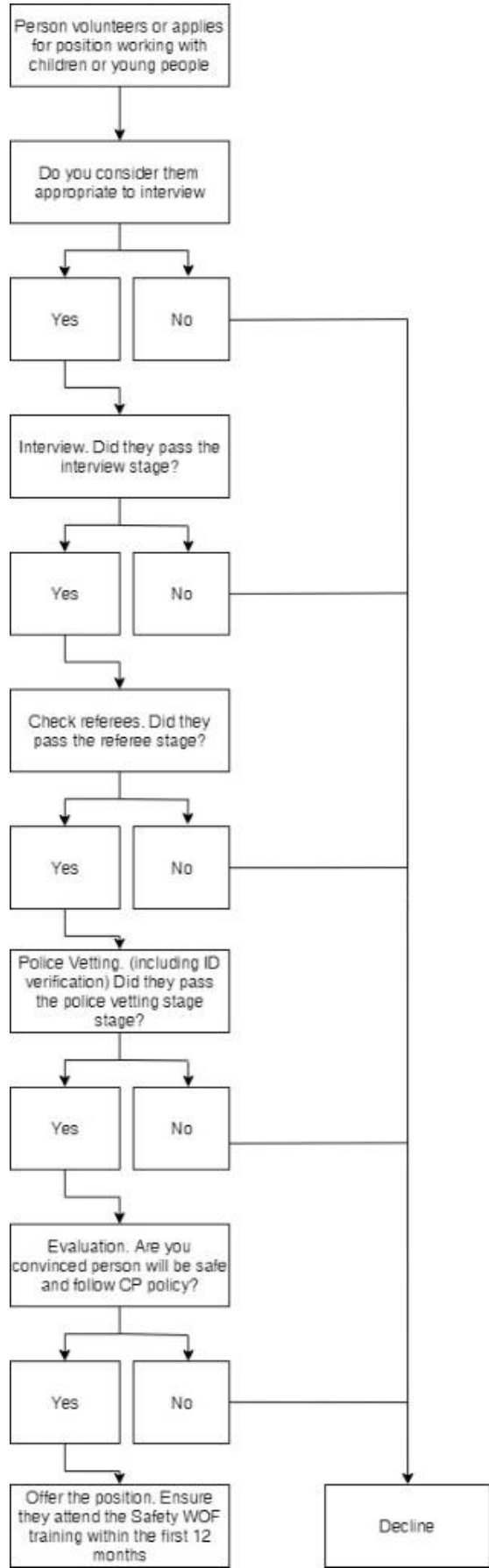
If the potential volunteer is not already well known to the church council they also will be required to provide referees.

Step 4: Evaluation and Risk Assessment

The Church Council must be convinced the person will:

- i. Be a safe person to work with children and young people.
- ii. Actively contribute to a culture of child protection.
- iii. Support and adhere to the child protection policy.
- iv. Be prepared to make the safety of children a priority.

SAFETY RECRUITMENT FLOW CHART:



TRAINING

The councils of the Church, namely the Assembly, presbytery and/or church council, will ensure that everyone in the part of the church for which the relevant council has responsibility has adequate and appropriate information and training about child abuse in order to protect children and to recognise and respond when children are at risk. Anyone who is to have contact in the course of their work with children and young people will be given appropriate training covering basic awareness of child protection. This will include an overview of the signs and indicators of abuse, as well as the procedure for responding to actual or suspected abuse.

All employees and volunteers who work with children or young people, including congregational and presbytery safety officers, are required to undertake the following training:

- A. the Church's Safety Warrant of Fitness training day, within the first 12 months of appointment
- B. an annual refresher course of the Church's Child Protection Policy and local church health and safety policies for the relevant employees and volunteers in congregations

OFFENCES THAT MAKE ONE UNSUITABLE FOR MINISTRY TO YOUNG PEOPLE - VULNERABLE CHILDREN ACT 2014

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

- (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)