



Rationale:

Spotswood College is committed to maintaining a safe and healthy environment for all staff and students. Schools have a responsibility to ensure that learning environments are emotionally and physically safe for children and young people.

Ensuring the wellbeing and safety of children, including prevention of child abuse or maltreatment, is a paramount goal of Spotswood College. This policy provides guidance to staff on how to identify and respond to concerns about the wellbeing of a child, including possible abuse or neglect.

The process for responding to a concern about a child is on page 6 of this policy.

The interests of the child will be the paramount consideration when any action is taken in response to suspected abuse or neglect. Spotswood College is committed to supporting the statutory agencies (Child, Youth and Family and the New Zealand Police (the Police)) to investigate abuse and will report suspected cases and concerns to these agencies as per the process in this policy.

Our Designated Person for Child Protection, Guidance Counsellor Ms Kiri Fortune will be responsible for the maintenance and annual review of this policy, in addition to carrying out the responsibilities outlined in this policy.

Staff will not assume responsibility beyond the level of their experience and training. Our organisation commits to ensure staff have access to the training they need.

A digital copy of this policy can be found on our website <http://spotswoodcollege.school.nz/about-us/school-policies/safety-health-and-environment/>

The policy is due to be updated on 01/06/2019. It is consistent with Child, Youth and Family and Police guidelines and will be updated when new guidance is issued.

Purpose, scope and principles

Our child protection policy supports our staff to respond appropriately to potential child protection concerns, including suspected abuse or neglect. It is our organisation's commitment to protect children from abuse and to recognise the important roles all of our staff have in protecting children.

This policy provides a broad framework and expectations to protect children, including (but not limited to) staff behaviours in response to actual or suspected child abuse and neglect.

It applies to all staff, including volunteers and part-time or temporary roles and contractors.

It is intended to protect all children that staff may encounter, including siblings, the children of adults accessing services and any other children encountered by staff as they provide their service.

In addition to guiding staff to make referrals of suspected child abuse and neglect to the statutory agencies – i.e., Child, Youth and Family and the Police – this policy will also help our staff to identify and respond to the needs of the many vulnerable children whose wellbeing is of concern.

We recognise that in many of these cases, the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. Throughout New Zealand statutory and

non-statutory agencies provide a network of mutually supportive services, and it is important for our organisation to work with these to respond to the needs of vulnerable children and families/whānau in a manner proportionate to the level of need and risk. Contact details for agencies and services in our community are provided as an appendix to this policy.

To ensure that this organisation demonstrates continual improvement in child protection practice, we will work to maintain a good working relationship with child protection agencies and support our staff to protect children from abuse by consulting with experts with specialist knowledge and providing the necessary training options.

We also commit to explore opportunities to work with other providers, including from other sectors, to develop a network of child protection practice in our community.

This policy applies to all staff, including contractors and volunteers.

Definitions:

- **Child** – any child or young person aged under 17 years and who is not married or in a civil union.
- **Child protection** – activities carried out to ensure that children are safe in cases where there is suspected abuse or neglect or are at risk of abuse or neglect.
- **Designated person for child protection** – the manager/supervisor or designated person responsible for providing advice and support to staff where they have a concern about an individual child or who want advice about child protection policy.
- **Disclosure** – information given to a staff member by a child, parent or caregiver or a third party in relation to abuse or neglect.
- **Child, Youth and Family** – the agency responsible for investigating and responding to suspected abuse and neglect and for providing care and protection to children found to be in need.
- **New Zealand Police** – the agency responsible for responding to situations where a child is in immediate danger and for working with Child, Youth and Family in child protection work and investigating cases of abuse or neglect where an offence may have occurred.
- **Physical abuse** – any acts that may result in physical harm of a child or young person. It can be, but is not limited to: bruising, cutting, hitting, beating, biting, burning, causing abrasions, strangulation, suffocation, drowning, poisoning and fabricated or induced illness.
- **Sexual abuse** – any acts that involve forcing or enticing a child to take part in sexual activities, whether or not they are aware of what is happening. Sexual abuse can be, but is not limited to:
 1. *Contact abuse*: touching breasts, genital/anal fondling, masturbation, oral sex, penetrative or non-penetrative contact with the anus or genitals, encouraging the child to perform such acts on the perpetrator or another, involvement of the child in activities for the purposes of pornography or prostitution.
 2. *Non-contact abuse*: exhibitionism, voyeurism, exposure to pornographic or sexual imagery, inappropriate photography or depictions of sexual or suggestive behaviours or comments.
- **Emotional abuse** – any act or omission that results in adverse or impaired psychological, social, intellectual and emotional functioning or development. This can include:
 - o Patterns of isolation, degradation, constant criticism or negative comparison to others. Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse.
 - o Exposure to family/whānau or intimate partner violence.
- **Neglect** – neglect is the most common form of abuse and although the effects may not be as obvious as physical abuse, it is just as serious.
Neglect can be:
 1. Physical (not providing the necessities of life like a warm place, food and clothing).
 2. Emotional (not providing comfort, attention and love).
 3. Neglectful supervision (leaving children without someone safe looking after them).

4. Medical neglect (not taking care of health needs).
5. Educational neglect (allowing chronic truancy, failure to enrol in education or inattention to education needs).

Training:

We are committed to maintaining and increasing staff awareness of how to prevent, recognise and respond to abuse through appropriate training. As part of their induction, new staff are made aware of the policy on child protection.

Identifying child abuse and neglect:

Information on identifying possible abuse or neglect is detailed in 'Working together to keep children and young people safe. An Interagency Guide' (Child, Youth and Family, 2011, (Working Together)). This document should be read in conjunction with this policy.

Our approach to identifying abuse or neglect is guided by the following principles:

- We understand that every situation is different and it's important to consider all available information about the child and their environment before reaching conclusions. For example, behavioural concerns may be the result of life events, such as divorce, accidental injury, the arrival of a new sibling etc.
- We understand when we are concerned a child is showing signs of potential abuse or neglect we should talk to someone, either a colleague, manager/supervisor or the Designated Person for Child Protection – we shouldn't act alone.
- While there are different definitions of abuse, the important thing is for us to consider overall wellbeing and the risk of harm to the child. It is not so important to be able to categorise the type of abuse or neglect.
- It is normal for us to feel uncertain, however, the important thing is that we should be able to recognise when something is wrong, especially if we notice a pattern forming or several signs that make us concerned.
- Exposure to intimate partner violence (IPV) is a form of child abuse. There is a high rate of co-occurrence between IPV and the physical abuse of children.

We recognise the signs of potential abuse:

- Physical signs (e.g., unexplained injuries, burns, fractures, unusual or excessive itching, genital injuries, sexually transmitted diseases).
- Developmental delays (e.g., small for their age, cognitive delays, falling behind in school, poor speech and social skills).
- Emotional abuse/neglect (e.g., sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm).
- Behavioural concerns (e.g., age- inappropriate sexual interest or play, fear of a certain person or place, eating disorders/substance abuse, disengagement/neediness, aggression).
- The child talking about things that indicate abuse (sometimes called an allegation or disclosure).

We are aware of the signs of potential neglect:

- Physical signs (e.g., looking rough and uncared for, dirty, without appropriate clothing, underweight).
- Developmental delays (e.g., small for their age, cognitive delays, falling behind in school, poor speech and social skills).
- Emotional abuse/neglect (e.g., sleep problems, low self-esteem, obsessive behaviour, inability to cope in social situations, sadness/loneliness and evidence of self-harm).
- Behavioural concerns (e.g., disengagement/ neediness, eating disorders/substance abuse, aggression).
- Neglectful supervision (e.g., out and about unsupervised, left alone, no safe home to return to).
- Medical neglect (e.g., persistent nappy rash or skin disorders or other untreated medical issues).

Every situation is different and staff will consider all available information about the child and their environment before reaching conclusions. For example, behavioural concerns may be the result of life events, such as divorce, accidental injury, the arrival of a new sibling etc.

Spotswood College will always act on the recommendations of statutory agencies, including Child, Youth and Family and the Police.

We will only inform families/whānau about suspected or actual abuse after we have discussed this with these agencies.

When we respond to suspected child abuse or any concerning behaviour we write down our observations, impressions and communications in a confidential register. This is kept separate from our other records and access will be strictly controlled.

Staff involved in cases of suspected child abuse are entitled to have support.

We will maintain knowledge of such individuals, agencies and organisations in the community that provide support.

Confidentiality and information sharing

We will seek advice from Child, Youth and Family and/or the Police before identifying information about an allegation is shared with anyone, other than the service manager or designated person.

Staff should be aware that:

- Under sections 15 and 16 of the Children, Young Persons, and Their Families Act 1989 any person who believes that a child has been or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Child, Youth and Family or the Police and provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.
- When collecting personal information about individuals, it is important to be aware of the requirements of the privacy principles – i.e., the need to collect the information directly from the individual concerned and when doing so to be transparent about: the purposes for collecting the information and how it will be used; who can see the information; where it is held; what is compulsory/voluntary information; and that people have a right to request access to and correction of their information.
- Staff may, however, disclose information under the Privacy Act/Health Information Privacy Code where there is good reason to do so – such as where there is a serious risk to individual health and safety (see privacy principle 11/Code rule 11). Disclosure about ill-treatment or neglect of a child/young person may also be made to the Police or Child, Youth and Family under sections 15 and 16 of the Children, Young Persons, and Their Families Act 1989.

Child safe practice guidelines

To avoid situations where staff may be alone with children, all staff should examine the opportunities or possible situations where staff may be alone with children.

Wherever possible an open door policy for all spaces should be used (excludes toilets). Staff should be aware of where all children are at all times.

Visitors should be monitored at all times by staff and volunteers and outside instructors should be monitored by staff.

If activities require one to one physical contact (i.e., classes in swimming, gymnastics etc.) parents and caregivers should be advised.

Where a child or young person requires assistance, e.g., if they are intellectually or physically disabled, if possible involve the parents/caregivers and outside agencies (in education such as the

Ministry of Education's Special Education group) to assist. If this assistance is not available, ensure that the staff members are aware of the appropriate procedures when giving assistance. Staff should avoid being alone when transporting a child or young person, unless an emergency requires it. Except in an emergency, children and young people are not to be taken from School grounds, or from the programme we provide, without written parental consent.

Responding to suspected abuse or neglect

In all cases where a member of staff has a concern about a child/tamariki/young person/rangatahi being or likely to be abused or neglected (refer to Definitions) by an adult or another child/tamariki or young person/rangatahi, they will report this to their manager/supervisor and make referrals/notify key staff to assist in the formulation of a plan to address the care and protection concerns.

A referral to Child, Youth and Family may be made at any time.

It is mandatory for all concerns to be reported/referred to the Child Protection Coordinator/Direct supervisor within a time period which allows for effective consultation/advice to be given.

Our organisation recognises that in some cases the involvement of statutory agencies would be inappropriate and potentially harmful to families/whānau. Throughout New Zealand statutory and nonstatutory agencies provide a network of mutually supportive services and it is important for our organisation to work with these to respond to the needs of vulnerable children and families/whānau in a manner proportionate to the level of need and risk. Contact details for agencies and services in our community are provided as an appendix to this policy.

Responding to a child when the child discloses abuse:

Listen to the child	Disclosures by children are often subtle and need to be handled with particular care, including an awareness of the child's cultural identity and how that affects interpretation of their behaviour and language
Reassure the child	Let the child know that they: <ul style="list-style-type: none"> • Are not in trouble. • Have done the right thing.
Ask open- ended prompts – e.g., "What happened next?"	Do not interview the child (in other words, do not ask questions beyond open prompts). Do not make promises that can't be kept, e.g., "I will keep you safe now".
If the child is visibly distressed	Provide appropriate reassurance and re-engage in appropriate activities under supervision until they are able to participate in ordinary activities.
If the child is not in immediate danger	Re-involve the child in ordinary activities and explain what you are going to do next.
If the child is in immediate danger	Contact the Police immediately.
As soon as possible formally record the disclosure	Record: <ul style="list-style-type: none"> • Word for word, what the child said. • The date, time and who was present.

Recording and notifying Child, Youth and Family of suspected child abuse or neglect:

What process to follow	For Example	Key Considerations
Recording	Formally record: <ul style="list-style-type: none"> • Anything said by the child. • The date, time, location and the names of any staff that may be relevant. • The factual concerns or observations that have led to the suspicion of abuse or neglect (e.g., any physical, behavioural or developmental concerns). • The action taken by your organisation. • Any other information that may be relevant. 	Relevant information can inform any future actions.
Decision- making	Discuss any concern with the manager/supervisor or the designated person for child protection.	No decisions should be made in isolation.
Notifying authorities	Notify Child, Youth and Family promptly if there is a belief that a child has been, or is likely to be abused or neglected. A phone call to the National Contact Centre is the preferred initial contact with Child, Youth and Family (see below) as this enables both parties to discuss the nature of the concerns and appropriate response options. Phone: 0508 Family (0508 326 459) Fax: 09 914 1211 email: cyfcallcentre@cyf.govt.nz	Child, Youth and Family will Make the decision to inform the parents or caregivers, in consultation with our organisation. Advise what, if any, immediate action may be appropriate, including referring the concern to the Police.
Following the advice of Child, Youth and Family	Child, Youth and Family advice will include what, if any, immediate action may be appropriate, including referring the concern to the Police.	Child, Youth and Family is responsible for looking into the situation to find out what may be happening, whether our organisation needs to work with the family/whānau or put them in touch with people in their community who can help.
Storing relevant information	Securely store: <ul style="list-style-type: none"> • The record of the concern. • A record of any related discussions (including copies of correspondence, where appropriate). • A record of any advice received • The action your organisation took, including any rationale. • This concern with any earlier concerns, if the notification is based on an accumulation of concerns (rather than a specific incident). 	Records assist in identifying patterns.

Allegations or concerns about staff

All matters involving allegations against staff need to be escalated to the management team.

To ensure the child is kept safe, management may take steps to remove the staff member against whom an allegation has been made from the environment, subject to the requirements of the applicable individual or collective employment contract and relevant employment law, including the Human Resources disciplinary procedures.

Management will consult with Child, Youth and Family and/or the Police before taking any further actions.

Our organisation commits not to use 'settlement agreements', where these are contrary to a culture of child protection. Some settlement agreements allow a member of staff to agree to resign provided that no disciplinary action is taken, and a future reference is agreed. Where the conduct at issue concern the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.

Confidentiality and information sharing

All observations, after an investigation has been notified, shall be kept in writing but the file will be sealed for confidential reasons.

The Privacy Act 1993 and the Children, Young Persons, and their Families Act 1989 allow information to be shared to keep children safe when abuse or suspected abuse is reported or investigated. Note that under sections 15 and 16 of the CYPF Act, any person who believes that a child has been, or is likely to be harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Child, Youth and Family or the Police and, provided the report is made in good faith, no civil, criminal or disciplinary proceedings may be brought against them.

Recruitment and employment (safety checking)

Our recruitment policy reflects a commitment to child protection by including comprehensive screening procedures.

Safety checks will be carried out, as required by the Vulnerable Children Act 2014.

All new employees must have had a specified safety check before they are employed.

The Principal's P.A. will maintain an updated database of police vets and will notify staff in a timely manner to ensure that police clearances are always current.

A person's work involves **regular or overnight contact** with children if—

- (a) the person has contact (other than merely incidental contact) with a child or children—
 - (i) overnight; or
 - (ii) at least once each week; or
 - (iii) on at least 4 days each month; and
- (b) that contact is any of the following kinds:
 - (i) physical contact;
 - (ii) oral communication, whether in person or by telephone;
 - (iii) communication through any electronic medium, including by way of writing or visual images.

Training supervision and support

Management will support initial child protection training for all service delivery staff. All staff with service delivery responsibilities are required to undertake child abuse and neglect intervention training.

The training will consist of:

- A three-hour training session.
- Refresher training.
- Advanced training for designated staff.

Related documentation and review

Relevant Legislation

- Vulnerable Children Act 2014
- Children, Young Persons, and Their Families Act, 1989
- Care of Children Act 2004
- Domestic Violence Act 1995
- Privacy Act 1993
- Victims' Rights Act 2002
- The United Nations Convention on the Rights of the Child (UNCROC)

Approval:

When the Board of Trustees approved this Policy it agreed that no variation of this Policy or amendments to it could be made, except with the majority approval of the Board.

Approved by the Board of Trustees on 21 March, 2016.

Signed on behalf of, and with the authority of the Board

_____ on _____ (Date)
Board Chairperson

Due for Review: March 2019

<p style="text-align: center;">TIER ONE WHOLE SCHOOL</p>	<p style="text-align: center;">TIER TWO SMALL GROUP WORK</p>	<p style="text-align: center;">TIER THREE INDIVIDUAL/ HIGH RISK</p>
<p style="text-align: center;"><u>TIER 1 TEAM Consists of:</u> SAF's for each year level & two SLT Refer to Tier 2 & Deans of Yr Level</p>	<p style="text-align: center;"><u>TIER 2 TEAM Consists of:</u> SAF's for each year lvl, SLT, Guidance, SST Refer to Tier 3</p>	<p style="text-align: center;"><u>TIER 3 TEAM Consists of:</u> SLT, Guidance, SST, RTLB, DP Refer to outside Agencies</p>
<p>CAMHS (Child & Adolescent Mental Health Services) http://www.tdhub.org.nz SERVICES – MENTAL HEALTH</p> <p>PD FOR STAFF</p> <ul style="list-style-type: none"> D&A SCREENING Andrew.french@tdhub.org.nz D&A COUNSELLOR MENTAL HEALTH INFO Yariv.doran@tdhub.org.nz CHILD PSYCHIATRIST Agnes.meagher@tdhub.org.nz INTAKE COORDINATOR 	<p>CAMHS (Child & Adolescent Mental Health Services)</p> <p>INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> D&A COUNSELLING Andrew.french@tdhub.org.nz D&A COUNSELLOR SUICIDE RISK ASSESSMENTS Agnes.meagher@tdhub.org.nz INTAKE COORDINATOR 	<p>CAMHS (Child & Adolescent Mental Health Services)</p> <p>INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> DEPRESSION ANXIETY STRESS EATING DISORDERS <p>Agnes.meagher@tdhub.org.nz INTAKE COORDINATOR</p>
<p>CACC (Child & Adolescent Community Centre) http://www.tdhub.org.nz/services/child_adolescent.shtml</p> <p style="text-align: center; font-size: 2em;">X</p>	<p>CACC (Child & Adolescent Community Centre)</p> <p style="text-align: center; font-size: 2em;">X</p>	<p>CACC (Child & Adolescent Community Centre)</p> <p>INDIVIDUAL STUDENTS The Community Team Therapists work in a multi-disciplinary team to provide a coordinated therapy service for all children and adolescents with extra needs.</p>
<p>MOE – SPECIAL EDUCATION</p> <p style="text-align: center; font-size: 2em;">X</p>	<p>MOE – SPECIAL EDUCATION</p> <p>INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> MODERATE NEEDS SPEECH THERAPY PHYSIOTHERAPY OCCUPATIONAL THERAPY EDUCATIONAL PSYCHOLOGISTS <p>Lisa.Parker@education.govt.nz</p>	<p>MOE – SPECIAL EDUCATION</p> <p>INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> HIGH & VERY HIGH NEEDS ORRS <p>Lisa.Parker@education.govt.nz</p>

<p>WELLSTOP (sexual abuse/assault support) http://www.wellstop.org.nz/</p> <p>INFORMATION FOR STUDENTS</p> <ul style="list-style-type: none"> • PREVENTATIVE/ SEXUAL SAFETY t.gulliver@wellstop.org.nz MANAGER <p>INFORMATION FOR STAFF</p> <ul style="list-style-type: none"> • USE WELLSTOPS DATA TO IDENTIFY ISSUES/PATTERNS IN OUR SCHOOL 	<p>WELLSTOP (sexual abuse/assault support)</p> <p>GROUP WORK</p> <ul style="list-style-type: none"> • CONSENT • PORNOGRAPHY • STI INFORMATION • COMMUNICATION t.gulliver@wellstop.org.nz MANAGER 	<p>WELLSTOP (sexual abuse/assault support)</p> <p>INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> • ACC ASSESSMENT • COUNSELLING t.gulliver@wellstop.org.nz MANAGER
<p>TARANAKI SAFER FAMILIES TRUST (TSFT - Family Violence) http://www.taranakisafefamilies.org.nz/</p> <p>INFORMATION FOR STAFF & STUDENTS</p> <ul style="list-style-type: none"> • SAY NO TO VIOLENCE Callum Williamson tfst@xtra.co.nz 	<p>TARANAKI SAFER FAMILIES TRUST (TSFT - Family Violence)</p> <p style="text-align: center;">X</p>	<p>TARANAKI SAFER FAMILIES TRUST (TSFT - Family Violence)</p> <p style="text-align: center;">X</p>
<p>POLICE (Relationships/family Violence) http://www.police.govt.nz/advice/personal-and-community-advice/school-portal/resources/successful-relationships/loves-me-not</p> <p>YEAR 12's</p> <ul style="list-style-type: none"> • LOVES-ME-NOT PROGRAMME Anna.duncan@police.govt.nz 	<p>POLICE (Relationships/family Violence)</p> <p style="text-align: center;">X</p>	<p>POLICE (Relationships/family Violence)</p> <p style="text-align: center;">X</p>
<p>SUPPORTING FAMILIES (in Mental Illness) http://www.supportingfamilies.org.nz/</p> <p>WHOLE SCHOOL ASSEMBLY</p> <ul style="list-style-type: none"> • INFORMATION ABOUT ADOLESCENT MENTAL HEALTH bronte@sftaranaki.org.nz 	<p>SUPPORTING FAMILIES (in Mental Illness)</p> <p>GROUP WORK</p> <ul style="list-style-type: none"> • SMALL GROUP WORK WITH BRONTË JEFFRIES RE: MENTAL HEALTH 	<p>SUPPORTING FAMILIES (in Mental Illness)</p> <p style="text-align: center;">X</p>
<p>TUI ORA YOUTH SERVICES (16-18yr olds) http://www.tuiora.co.nz/Services/All/Taranaki-Youth-Service</p> <p style="text-align: center;">X</p>	<p>TUI ORA YOUTH SERVICES (16-18yr olds)</p> <p>GROUP WORK</p> <ul style="list-style-type: none"> • MENTORING/ADVICE Anne.russell@tuiora.co.nz 	<p>TUI ORA YOUTH SERVICES (16-18yr olds)</p> <p>INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> • REFERRAL ON TO OTHER AGENCIES • RESPONSIVE INSTANT AVAILABILITY Anne.russell@tuiora.co.nz
<p>TAC (Taranaki Activity Centre)</p> <p style="text-align: center;">X</p>	<p>TAC (Taranaki Activity Centre)</p> <p style="text-align: center;">X</p>	<p>TAC (Taranaki Activity Centre)</p> <p>INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> • ALT ED PROGRAMME Kristine Eagles DIRECTOR taractivity@xtra.co.nz

<p>RTL (Resource Teacher Learning and Behaviour) http://rtlb.tki.org.nz/The-RTLb-service/What-RTLb-do</p> <p style="text-align: center;">X</p>	<p>RTL (Resource Teacher Learning and Behaviour) GROUP WORK/ SYSTEMS WORK chris.greer@npbhs.school.nz CLUSTER LEADER</p>	<p>RTL (Resource Teacher Learning and Behaviour) INDIVIDUAL STUDENTS chris.greer@npbhs.school.nz CLUSTER LEADER</p>
<p>CYF (Child Youth and Family) http://www.cyf.govt.nz/</p> <p style="text-align: center;">X</p>	<p>CYF (Child Youth and Family)</p> <p style="text-align: center;">X</p>	<p>CYF (Child Youth and Family) INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> • YOUTH JUSTICE • FAMILY GROUP CONFERENCES • CARE & PROTECTION <p>Sharon Johnson YOUTH JUSTICE, C&P MANAGER sharon.johnson005@cyf.govt.nz Francis Farmer TEAM MANAGER francis.farmer001@cyf.govt.nz</p>
<p>YPT (Young Peoples Trust) http://www.trippin.co.nz/ytrust.html</p> <p style="text-align: center;">X</p>	<p>YPT (Young Peoples Trust)</p> <p style="text-align: center;">X</p>	<p>YPT (Young Peoples Trust) INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> • ALT ED PROGRAMME (Under T.A.C management) Kristine Eagles DIRECTOR taractivity@xtra.co.nz
<p>TU TAMA WAHINE O TARANAKI reception@tutamawahine.org.nz MAORI SERVICE PROVIDER</p> <ul style="list-style-type: none"> • ALL MAORI STUDENTS & THEIR WHANAU • CAREERS AND VOCATIONAL GUIDANCE Wendy Eynon wey@spotswoodcollege.school.nz • TRUANCY tewaiti.mareikura@tutamawahine.org.nz 	<p>TU TAMA WAHINE O TARANAKI CAREERS ADVICE</p> <ul style="list-style-type: none"> • CAREERS ADVICE Wendy Eynon wey@spotswoodcollege.school.nz 	<p>TU TAMA WAHINE O TARANAKI INDIVIDUAL STUDENTS</p> <ul style="list-style-type: none"> • SOCIAL WORKERS IN SCHOOL Ria Julian rju@spotswoodcollege.school.nz

<p>BARNARDOS http://www.barnardos.org.nz/office/new-plymouthstratford</p> <p style="text-align: center;">X</p>	<p>BARNARDOS</p> <p style="text-align: center;">X</p>	<p>BARNARDOS <u>STRENGTHENING FAMILIES MEETINGS</u> Ruth Dudley ruth.dudley@barnardos.org.nz</p>
<p>ROCK ON http://www.truancynzctdts.com/rock-on-overview.html</p> <p style="text-align: center;">X</p>	<p>ROCK ON</p> <p style="text-align: center;">X</p>	<p>ROCK ON <u>INDIVIDUAL STUDENTS</u> up to 16 years old Brendan Ngati 021 191 4849</p>
<p>TRUANCY</p> <p style="text-align: center;">X</p>	<p>TRUANCY & ATTENDANCE <u>INDIVIDUAL STUDENTS</u> Jenine Parkinson Attendance Officer Phone Ext 702 truancy@spotswoodcollege.school.nz</p>	<p>TRUANCY <u>INDIVIDUAL STUDENTS</u> up to 16 years old TeWaiti Mareikura (Tu Tama Wahine) tewaiti.mareikura@tutamawahine.org.nz</p>
<p>SKYLIGHT (info and resources) http://skylight.org.nz/</p> <p><u>ALL YEAR 9'S</u></p> <ul style="list-style-type: none"> • TRAVELLERS ASSESSMENT Guidance Counselor, Student Support Teacher, RTL <p><u>ALL STUDENTS & STAFF</u></p> <ul style="list-style-type: none"> • INFORMATION, BOOKS, FLYERS Guidance Counselor, PHN (Public Health Nurse) 	<p>SKYLIGHT (info and resources) <u>YEAR 9 SMALL GROUP WORK</u></p> <ul style="list-style-type: none"> • TRAVELLERS PROGRAMME Guidance Counselor, Student Support Teacher, RTL 	<p>SKYLIGHT (info and resources)</p> <p style="text-align: center;">X</p>
<p>MOE SEVERE BEHAVIOUR TEAM http://www.education.govt.nz/school/student-support/special-education/behaviour-services-to-help-schools-and-students/behaviour-services-and-support/</p> <p style="text-align: center;">X</p>	<p>MOE SEVERE BEHAVIOUR TEAM</p> <p style="text-align: center;">X</p>	<p>MOE SEVERE BEHAVIOUR TEAM <u>INDIVIDUAL STUDENTS</u> Lisa.Parker@education.govt.nz</p>

<p>NORTHERN HEALTH SCHOOL http://www.nhs.school.nz/</p> <p style="text-align: center;">X</p>	<p>NORTHERN HEALTH SCHOOL</p> <p style="text-align: center;">X</p>	<p>NORTHERN HEALTH SCHOOL <u>INDIVIDUAL STUDENTS</u> Viv Clarke VClarke@nhs.school.nz</p>
<p>SCAT (Sexual & Child Abuse Team) http://www.police.govt.nz/sites/default/files/publication/s/victims-sexual-assualt-booklet.pdf</p> <p style="text-align: center;">X</p>	<p>SCAT (Sexual & Child Abuse Team)</p> <p style="text-align: center;">X</p>	<p>SCAT (Sexual & Child Abuse Team) <u>INDIVIDUAL STUDENTS</u> patrick.yates@police.govt.nz</p>
<p>OPEN HOME FOUNDATION (OHF) http://www.ohf.org.nz/</p> <p style="text-align: center;">X</p>	<p>OPEN HOME FOUNDATION (OHF)</p> <p style="text-align: center;">X</p>	<p>OPEN HOME FOUNDATION (OHF) <u>INDIVIDUAL STUDENTS /FAMILIES</u> Laura Brits PRACTICE MANAGER taranaki@ohf.org.nz</p>
<p>PUBLIC HEALTH NURSE <u>ALL STUDENTS</u> DONNA MEHRING 06 753 7790 ext. 8372 027 449 8195 donna.mehring@tdhb.org.nz</p>	<p>PUBLIC HEALTH NURSE <u>ALL STUDENTS</u> DONNA MEHRING 06 753 7790 ext. 8372 027 449 8195 donna.mehring@tdhb.org.nz</p>	<p>PUBLIC HEALTH NURSE <u>ALL STUDENTS</u> DONNA MEHRING 06 753 7790 ext. 8372 027 449 8195 donna.mehring@tdhb.org.nz</p>
<p>IDEA SERVICES</p> <p>IHC offers a range of services across New Zealand that support people with intellectual disabilities and their families.</p> <p>http://www.ihc.org.nz/our-services/</p>	<p>IDEA SERVICES</p> <p style="text-align: center;">X</p>	<p>IDEA SERVICES <u>INDIVIDUAL STUDENTS</u></p> <ul style="list-style-type: none"> • HIGH & VERY HIGH NEEDS ORRS Phone: 06 759 8970 Fax: 06 759 8980 north.taranaki@idea.org.nz

<p>CCS DISABILITY ACTION</p> <p>Providing support so people with disabilities are included in the life of their family/whanau and community.</p> <p>http://www.ccsdisabilityaction.org.nz/</p>	<p>CCS DISABILITY ACTION</p>	<p>CCS DISABILITY ACTION <u>INDIVIDUAL STUDENTS</u></p> <ul style="list-style-type: none"> • ORRS <p>Tel: 06 758 5423 Call free: 0800 227 2255 Fax: 06 758 9592 ntaranaki@ccsdisabilityaction.org.nz</p>
<p>TOUCAN Disability Services</p> <p>Respite, day services and residential services for people with disabilities.</p> <p style="text-align: center;">X</p>	<p>TOUCAN Disability Services</p> <p style="text-align: center;">X</p>	<p>TOUCAN Disability Services</p> <p><u>INDIVIDUAL STUDENTS</u></p> <ul style="list-style-type: none"> • HIGH & VERY HIGH NEEDS ORRS <p>Victoria Hanson Phone: 06-757 4364 ext 5 victoria@toucan.net.nz</p> <p>Audrey Creery audrey@toucan.net.nz Phone: 06-757 4364 ext 3</p>

<http://www.education.govt.nz/school/student-support/student-wellbeing/>