

RINGA ATAWHAI MATAURANGA



WORKPLACE PRACTICE GUIDELINES

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Guidelines Scope

These guidelines apply to domestic students, fee paying international students and learners with work visas. Those people with work visas are eligible to apply for enrolment when further training is a condition of their employment. Migrant workers on work visas have the same rights as any other worker in New Zealand. This includes being paid at least the minimum wage and not being exploited. They are also afforded the same rights. They have the right to fair treatment in accordance with the Education (Pastoral Care of International Students) Code of Practice 2021. Ringa Atawhai Mātauranga will ensure that every student has a safe and supportive environment in which to learn, irrespective of their enrolment status.

What is Workplace Practice?

Workplace practice is sometimes referred to as a “fieldwork placement”, “practical placement”, “work integrated learning”, a “practicum”, or “student placement”. It is the component in some programmes that is conducted in a non-classroom environment that assists you in putting your theoretical knowledge into practice, usually involving interaction with actual consumers. It includes placements at health and non-health service sites, for example a placement in a community-based setting, a residential care home or a hospital.

Goals of workplace practice

The primary goal of workplace practice is for students to experience the “real world” of social service work by working in a variety of provider settings with a diverse range of people. Students begin to work with theory, apply methods and models and experiment with the skills they have learned in the classroom. Learning is achieved by working alongside experienced and knowledgeable social service and or health workers in a wide variety of social service settings.

Aims of workplace practice

The broad aims of workplace practice are:

- To provide students with genuine learning opportunities in the workplace;
- To offer a variety of settings and experiences as a learning base;
- To engender self-development and a striving for competence, by establishing clear learning goals, and through ongoing evaluation and assessment processes;
- To provide an environment where students limitations may be worked upon and strengths maximised;
- To help students develop bi-cultural or cross-cultural practise.

Structure of our programme

Our programmes comprise 4 or 6 modules of learning and a work placement of either 200 or 400 hours in an agency that specialises in the field, you wish to work. For example, if you wish to further your studies or obtain work in the mental health sector your placement will be with a mental health provider. If you are not working, placements will occur after you complete the core modules in class. If you are already working the placement component of the programme is integrated into your daily work activities however you are still required to attend classes during the weekend.

Our qualifications are designed for people already working in, or those who intend to develop a career supporting the health and wellbeing of people, whānau and the wider community. The qualifications are not associated with professional registration or a clinical scope of practice and therefore your placement will focus on meeting programme objectives through on-site observations, networking and completion of set assessment tasks. Work placement is central to the curriculum and provides opportunities for you to integrate theory into practice.

Learning outcomes

By the end of placements students will be able to:

1. Demonstrate the ability to practice within legal and ethical boundaries.
2. Describe their role in the context of community facilitation, community health, mental health and addictions, primary care assistance and or social services.
3. Demonstrate the need to practice safely and effectively within their scope of experience and skill base.
4. Able to demonstrate the ability to work in partnership with staff and service users/consumers.
5. Able to demonstrate effective communication skills including information technologies.
6. Able to demonstrate knowledge of appropriate information sharing.
7. Able to demonstrate the ability to gather appropriate information.
8. Able to describe appropriate interventions that they have seen during their placements.
9. Able to demonstrate the ability to reflect on and review practice.
10. Able to describe the need to establish and maintain a safe practice environment.
11. Able to understand the importance of participation in supervision and mentoring.
12. Implement tikanga practices when building and maintaining relationships.
13. Able to engage effectively in cultural supervision sessions.

Mode of Delivery

A Placement Agreement will be negotiated between the student, the Placement Supervisor (Supervisor) and the agency (host organisation), stipulating specific hours of attendance and work activities. (Refer Appendices 1 & 2) The Supervisor will ensure that all the tasks and assessments are completed including a Placement Report outlining your progress. Progress will be monitored through continuous reflective practice and through discussion with the Supervisor during weekly supervision sessions. At these times you will be able provide feedback on any concerns or issues you may be experiencing and work with your supervisor to mitigate any issues. Concerns or issues do not have to be restricted to workplace incidences. You should take the opportunity to raise any issues of concern such as module/course content, suitability of promotional materials or any other concern you may have.

Placement Tasks and Assessments

Placement tasks are specified tasks set out to help students and supervisors ensure that the placement includes a range of elements and activities. Every placement is of course different and there will inevitably be elements that receive more or less attention and emphasis in any particular case. Students and supervisor must however work together to ensure that all the tasks are given a reasonable amount of attention. Assessment of the placement requires the following three elements:

Placement Tasks

As part of the placement supervision process students should complete as many as possible of the listed placement tasks, which will provide supporting evidence in relation to the Supervisor's Report. The placement task templates can be found in the Workplace Portfolio.

Supervisor's Report

Assessment of your placement practice will be carried out by the Placement Supervisor, based on evidence of learning outcomes listed in the Programme Overview booklet. You will assemble a portfolio of material including but not necessarily restricted to the specified tasks for use as evidence in this regard. You will include your own comments to the placement report.

Placement Presentation

At the end of your placement, you will be required to make a presentation based on reflections of your experiences whilst in workplace practice. This may focus either on a small-scale research project, or on another aspect of your placement (such as a particular programme or project). You will make your presentation, reflecting on your learning across the programme as a whole, and respond to questions from your peers and the course tutor. Prior to making the presentation in person, you will submit your written report to the programme tutor.

Police Clearance Check

You must ensure that you:

- Obtain and submit a New Zealand Police Clearance Check. Your programme tutor will supply you with the forms required to do this. If you have lived overseas for more than 12 months in the past 10 years or are an international student you must complete and submit an Overseas Police Record check, prior to enrolment.
- Notify the PTE and your host provider immediately if, at any time, you are under investigation, have been charged with or found guilty of a criminal offence (other than a minor traffic offence) whether in New Zealand or overseas.
- Make a statutory declaration confirming that you are a fit and proper person to work with children.

The Vulnerable Children's Act 2014 requires the following:

If a student has a work placement in a (non-education) regulated service as a children's worker, the Police vetting requirements **don't apply** to either the workers or the students as they are not in a regulated service. The VCA safety checking requirements **do apply** if the organisation is a regulated service.

If a student has a work experience placement in a service or school or as a children's worker, the Education Act police vetting requirements **do apply** to the salaried workers but won't apply to students as they are not deemed to be an employee or a contractor under the Education Act but the VCA safety checking requirements **do apply** to workers. To mitigate any confusion, all students will sign a fit and proper person statutory declaration in this regard.

Those people on working visas must comply with the terms and conditions specified in their Employment Agreements with their sponsoring employer.

In the event that the PTE becomes aware of any criminal history or other relevant information by way of the police checking process, it will notify both you and your placement provider, who may wish to meet directly with you to discuss any impacts on your student placement.

The host organisation may refuse to commence or continue your placement if, as a result of information disclosed during the police checking process, they reasonably believe that you pose an unacceptable risk to them or their consumers/clients.

What insurance cover is provided by the PTE?

Public liability insurance policy provides cover for the PTE's legal liability for loss, damage or injury that occurs to a third party/property in NZ. This insurance protects students whilst they are on placement (for example, for loss or injury caused to the host organisation), if the PTE are

found to be legally liable for the loss or injury. The policy will also cover students in the event of loss, injury or damage they may themselves suffer if the PTE is found to be negligent and legally liable.

What the PTE policy does not cover

The PTE liability policy does not cover anything that is the legal liability or responsibility of someone else. As the placement provider (or host organisation) has “control” of students whilst they are on placement or working, they are legally liable for any loss, injury or damage. Any loss, injury or damage that students may cause whilst they are under the supervision of the host organisation is their responsibility. Similarly, any injury, loss or damage suffered by students whilst they are under the supervision of the host organisation is also the responsibility of the host organisation.

Please note that any criminal acts committed by students will not be covered under the PTE or host organisation’s/employer insurance policies.



ORANGA TAMARIKI
Ministry for Vulnerable Children

Other Things You Need to Know

1. Consumer/client wellbeing is the first priority.

Your access to consumers or clients and their information is, and remains at all times, subject to the host organisation's overriding duty of care to the individual and his/her family/whanau and is conditional on that person providing consent, where reasonably practical.

2. Placements are with external organisations.

This has many benefits for you, but it does mean that placements and associated policies are at the sole discretion of the host organisation. This often means that each provider may have different policies and processes that you need to make sure you are aware of.

3. Undertaking placement does not make you an employee.

Your placement does not create any employment or other similar relationship between you and the host organisation. You must at no time represent that you are employed or act on behalf of the placement provider. *This does not apply to people on open work visas with pre-arranged and signed employment agreements.*

Your Personal Information

In order to efficiently deliver your student placements, some of your personal information will be shared with your host organisation, including:

Your full name

Student ID

PTE email address

Police vetting information

Working with Children declaration

Any other information you disclose that may affect your student placement.

A condition of placements is your permission to disclose this information to the sponsoring agency for the coordination and ongoing management of your student placement.

Intellectual Property

From time to time, students may generate original intellectual property whilst on student placement.

Generally speaking, you will own any other intellectual property that is discovered, brought into existence or otherwise acquired by you as a result of, for the purposes of, or in connection with coursework that is a component of your course.

The host organisation will usually own any further intellectual property that is discovered, brought into existence or otherwise acquired as a result of, for the purposes of, or in connection with the student placement.

Before placement

All students undertaking work placements are required to read and be familiar with the PTE's Child Protection Policy in accordance with the Vulnerable Children's Act 2014. (See Appendix 3)

You must notify the programme tutor if, at any time or for any reason, you believe that you may not be fit, proper or competent to undertake the student placement. This includes letting us know if you have any impairment that might affect activities relating to the placement in any way.

You will not be permitted to commence your placement if you cannot comply with the conditions outlined above.

Immunisation

Participating in a student work placement, particularly in a healthcare environment, bears a risk that infection might occur between you and a patient or client. These risks cannot be totally eliminated, but they can be minimised. It is the student's responsibility to ensure they are immunized against infectious diseases.



Other documentation

Students who are due to undertake a placement with particular providers may need to provide other documentation before commencing placement. This may include evidence of training in some or all of the following:

- First aid
- Manual handling
- Hand hygiene

A failure to comply with these additional requirements may impact on your suitability to undertake a placement and may, in some cases, prevent you from completing this programme.

During placement

Both the PTE and host organisation expect high standards from students in relation to honesty, integrity and general behaviour at all times. It is expected that students act in a manner consistent with the mission and care philosophy of the host organisation and according to reasonable and appropriate standards for a professional environment.

You must at all times:

- Comply with all elements of this handbook and any reasonable instructions given by the PTE or by its employees, agents or representatives.
- Only participate in the delivery of health care, treatment or other work at levels commensurate with your stage of preparation and progress in your programme while under supervision and as approved by the placement provider;
- Perform any task allocated to you as part of the students placement with due care, skill and attention and in a proper and time efficient manner; and
- Comply with all applicable laws, protocols, procedures, policies and guidelines including, without limitation, all matters pertaining to occupational health and safety, infection control, privacy and confidentiality, personal information and health records and any reasonable requirements as directed by the student placement provider from time to time.

You must not at any time:

- Act in a manner which could disrupt or adversely affect the provider's reputation, interests or goodwill; or
- Improperly remove any property belonging to the provider (including, but not limited to, equipment and medical records).



Rights and responsibilities

Ringa Atawhai Maturanga

The PTE will ensure that all relevant by-laws, policies, manuals, guidelines, protocols, procedures and any other relevant information is made readily available to you, including details of any emergency procedures to be followed. You must comply with these at all times.

Host Organisations

The host organisation may, at any time:

- Make relevant enquiries and take other necessary steps to satisfy itself that you are competent to undertake the students placement and that you conduct yourself in a safe and professional manner; and
- Instruct you in connection with any task or responsibility arising in the course of the placement.
- The host organisation will use best endeavours to obtain patient/client consent to you participating in their care or treatment, where reasonably practical

Complaints and unsatisfactory performance

If a complaint is received by the host organisation in relation to your performance whilst on placement, they are required to notify the PTE.

If the host organisation reasonably feels that you are not competent to perform allotted tasks, fail to conduct yourself in a safe and professional manner, or fail to comply with any law, protocol, policy, procedure, guideline or reasonable instruction, they may:

- Terminate the practical exercise in which you are participating; or
- Restrict or limit your access to patients, clients, stakeholders or third parties with which they have dealings; or
- Direct you to leave the premises and/or refuse further access to the premises; and
- Take all reasonable steps necessary to ensure that you comply with any instruction given under this directive.

In the event that the host organisation takes any of the above action, they will also notify the PTE, who may also take disciplinary action against you according to the PTE's rules and regulations.

If you are on a work visa and your employment is terminated you will need to apply for a position with another organisation and then apply for a variation to your work visa. Your training with Ringa Atawhai Maturanga may continue but will need to be re-negotiated with your new employer.

Critical incidents

Critical incidents that may occur include:

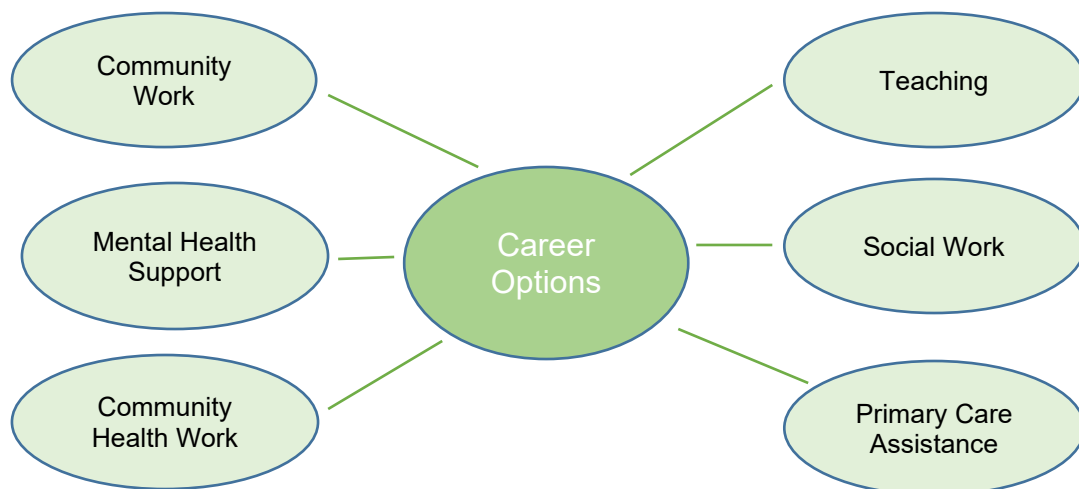
- A patient or consumer/client fatality or near fatality
- Acts of violence or threat of violence to patients, clients, employees or you
- Physical or sexual assault, harassment or bullying of patients, clients, employees or you
- Major failure in internal process at the host organisation; eg fraudulent activity
- Prolonged loss of access to computing and telecommunications infrastructure
- Major vandalism

If you are involved in or witness a critical incident, you must tell your placement supervisor in the first instance or other appropriate senior person if your supervisor is implicated in or otherwise connected to the incident. You must also notify the programme tutor as soon as possible. He/she will discuss the incident with you and assist you in accessing appropriate support services.

If you witness or experience bullying or harassment while on placement or have a different concern that you wish to raise, you should make contact with the PTE's placement supervisor immediately.

Thinking about your career aspirations

You do not need to have a definite idea about what you want to do when you undertake workplace practice during this programme. Work placements occur in 2 blocks so that you can gain experience in 2 different kinds of agencies. You may find that your original goals change during placement as you become more self-aware. This programme provides training that leads to a diverse range of career options as outlined below.



FAQs

Q. What is the process for organising work placements?

The first stage is the completion of the **Placement Preference Form** (the form can be found in the Workplace Portfolio) and a copy should be forwarded to the PTE's administrator. This information will then form the basis of your placement negotiation. Each student will have an individual meeting with the placement supervisor to negotiate a suitable placement.

Q. Should I look for my own workplace practice placement?

We understand that Te Taitokerau is unique in that Māori kaimahi and managers dominate the health and social service landscape. Often people find part-paid or fulltime work through their whanaungatanga connections. We therefore have no objections to you finding a placement however it is the placement supervisor's task to ensure the placement is suitable for you, based on agency needs, your interests, and the goals of the programme. You must not look for a placement on your own unless prior agreement is arranged with the placement supervisor.

Q. How much choice do I have in the selection of a workplace setting?

The placement supervisor will discuss with you your interests and learning goals and clarify the objectives of the programme. He/she will then negotiate a placement with you taking into consideration your interests, skill level, and their knowledge of what each setting offers. Every effort is made to accommodate your learning needs; however, some compromise is often required due to placement availability. You are required to attend a pre-placement interview with a prospective agency to determine suitability and an opportunity to decide if the placement is likely to meet your learning needs. You will need to bring to the interview an up-to-date curriculum vitae. The agency will have the final say on your suitability.

Q. How many days of the week will I be on placement?

The requirement for this programme is 200 hours carried out in the second half of the year or 2 five-week long blocks in the case of the Primary Care Assistance strand, in May and September. You will be required to work the same hours as other staff in the agency where you are placed. The minimum hours per day for a placement are six and that excludes a lunch break.

Q. Can I do my work placement in the agency where I am employed?

If you are working in excess of 20 hours per week, you may apply for recognition of prior learning or recognition of current competencies and we will assess you using this criteria taking into account your experience and attestations from your employer, manager and consumers. Students enrolled full-time must complete their work placement in 2 different agencies as the programme criteria states that placements must occur in "diverse settings".

Q. What if I want to be placed in a setting that the PTE has not approved for placement?

The PTE chooses agencies carefully and works to maintain ongoing relationships with the people in placement settings. Criteria for placements include the availability of a suitable person to supervise the trainee; availability of appropriate learning opportunities for students; and a clear commitment by the agency to ongoing students' education. There is, however, some flexibility in the above requirements. We are always open to new ideas for placement settings.

Q. What kind of agencies am I likely to be placed with?

We have established long standing relationships with a variety of health and social service agencies including, Child, Youth and Family Services, 155 Community House, Te Hau Awhiowhio Whanau Ora Collective, Ideal Services, Te Whatu Ora Northland, Iwi Health Providers, Community Mental Health Providers, Community Corrections, Rest homes, PHOs and many more. As a year one student it is unlikely that you will be placed in agencies that carry high risk, for example:

1. Oranga Tamariki (Child Youth and Family Services) are primarily targeted toward actual or potentially abused or neglected at-risk children and their families. Because of the high level of skill and knowledge necessary, and the complexity of the work, this statutory agency generally only accepts year 2 students. The only exception for workplace practice students in year 1 would be those with substantial experience in the social services.
2. Community Mental Health provides services to people with mental health disorders including in-patient and outpatient facilities, residential treatment and day treatment programmes. These agencies may be focused on seriously and chronically mentally ill children, adolescents, and adults. These placements are generally not suitable for year 1 students.
3. Community Corrections prefer year 2 students but, in some circumstances, will consider year 1 placements in low-risk areas of the department.

Q. Can I be paid while in workplace practice?

We are fully aware of the economic realities of studying; however, it is not usual for students to be paid while on placement unless undertaking an employment-based placement. There is nothing, from the point of view of the PTE, to preclude being paid, should payment be offered. Nonetheless, it is important that the "students" status on placement not be compromised so that learning opportunities can be maximised.

International fee-paying students are permitted to work up to 20 hours per week or more during holiday periods if they are studying qualifications at level 4 or above on the NZQF

Q. How much study time will I need to allocate during placement?

It is important to remember that you are students on placement and are expected to keep in touch with your studies. While you are not required to submit any academic work during the placement period, you will have to gather data for your final presentation. You will need time to read and to think as well as time to prepare for supervision, reviews and so on. Again, commitments are negotiable, but about two to four hours per-week should be adequate. It is helpful for students to develop good habits in terms of taking time for reflection as long as it is kept in proportion.

Q. What if I need to take time off for illness or other reasons?

If students need to take days off for any reason, including illness, this should be communicated immediately to the placement supervisor or the PTE's Academic Manager. This placement is of relatively short duration and absences of a few days can have a detrimental effect on placement work. If the absence is short then time should be made up within the designated period if reasonably possible, but if it is more than a few days some extension to the length of the placement or supplementary activity may be required. Each case of this kind will be dealt with individually by discussion with the placement supervisor and students concerned.

Q. What kind of things will I cover in supervision?

The PTE has a "Cultural Supervision", handbook which will guide you through the cultural aspects of supervision. We encourage students to develop the skills of the critical and reflective practitioner and you will have been introduced to the idea of recording by keeping a diary of work which is filled in at the end of each day. You may use an informal narrative style, or a simple 'when, who, where, what, why?' structure. These notations will form the framework for your supervision sessions where strengths and weaknesses can be discussed and developmental plans agreed on. The supervision session also allows for the monitoring of programme objectives and learning outcomes.

Q. How much priority should I give to external demands?

There are a couple of factors that are worth noting here. First, many students have come to study later in life and have family and other commitments which have to be taken into consideration. Second, the nature of present-day students finances are such that many students need to have part-time jobs. We stress to students that their priority must be the placement and we encourage them to put appropriate arrangements in place well in advance of the placement period in order to ensure that there is no clash of commitments. However, circumstances can change unexpectedly and in these cases some adjustment may need to be made but we stress again students should make the successful completion of the placement their priority. If there is any doubt about what is legitimate or feasible, you should contact the programme tutor.

Q. What if things start to go wrong?

Most placements proceed without any real difficulties, but a few present problems for both students and supervisors. Most issues can be sorted out in the process of supervision but sometimes this proves impossible. If you are having difficulties that you think are beyond a straightforward resolution, please notify the programme tutor or CEO, as soon as you sense that things are moving beyond the bounds of the straightforward. In such an event we will make it a priority to establish direct contact and help the placement supervisor and student to identify the best course of action.

Q. I have a complaint about how I am being treated. What can I do?

Your wellbeing and safety remain our top priority. If you wish to lay a complaint you are entitled to do so. Firstly, discuss your concern with your supervisor. He/she will help you decide the best course of action. We will take action to ensure your concerns are heard and acted upon. We will try and resolve things internally however if this is not satisfactory you may lay a complaint externally through iStudent Complaints or the NZQA. Please refer pages 23 and 24 in the International Student Handbook for full details of the Complaints process. Concerns or issues do not have to be restricted to workplace incidences. You should take the opportunity to raise any issues of concern such as module/course content, suitability of promotional materials or any other concern you may have”.

Q. What other benefits can I expect from workplace practice?

Work placements can give a boost to your CV and help you work out what you'd like to do when you graduate:

- apply your skills and knowledge to real work situations
- try out a career choice
- gain confidence and experience of adapting to different environments
- develop your confidence and occupational awareness
- make contacts within the sector

Try and enjoy the experience and apply yourself with enthusiasm and commitment!

Q. I have an open work visa do these conditions apply to me?

All students studying at RAM are subject to the same rules and regulations. If you are in Aotearoa/New Zealand on an open work visa you have had to meet additional immigration rules.

To be acceptable:

- you must have studied in New Zealand previously, and
- your qualification must be Level 4 or higher on the New Zealand Qualifications Framework.
- you must have held a Student Visa on or before 11 May 2022 and are applying for a Post Study Work Visa that enables you to work.
- you have an offer of work from an New Zealand accredited employer.

Q. The organisation that sponsored me to work in New Zealand has closed unexpectedly. Can I still complete my training?

If your employer goes under and you've got a job offer elsewhere, you can apply for a job change which is also commonly referred to as VOCs, Variation of Conditions. It won't extend your visa, but it will allow you to work for a new accredited employer under the Accredited Employer Work Visa (AEWV). Just ensure your new job checks out.

Unfortunately, if your employment is terminated, for any reason, you will be unable to continue your training with Ringa Atawhai Mātauranga. This is because your training agreement has been negotiated with your employer and Ringa Atawhai Mātauranga. If you are successful in gaining employment elsewhere we could consider renewing your training agreement with your new employer.

Our staff are always available to assist you should this occur.

To learn more – here's a link to Immigration New Zealand's website:

<https://www.immigration.govt.nz/employ-migrants/new-employer-accreditation-and-work-visa/accreditation-types-and-employers-requirements>

Acknowledgement

Placements involve a wide variety and large network of organisations and settings: statutory; voluntary; church-based; hospitals; residential institutions; and community groups, all providing social welfare services of one kind or another. Without the support, co-operation, and generosity of these agencies fieldwork placements would not be possible.

It is with enormous gratitude we thank all the wonderful social workers and public health workers who give their time to the education of health and social service students.

Glossary

Accountability A recent but now central principle of professional and organisational life in which the decisions, actions, and performance of individuals and teams are considered 'accountable'. Usually, a person's job description describes who in the organisational hierarchy they are accountable to, but often accountability is assumed ultimately to rest with the most senior manager in an organisation.

Action research Emphasises the collaboration between all those involved in the research project (the researchers *and* those engaged in whatever phenomenon is being examined) so that participants engage in a cycle of action followed by critical reflection.

Anti-discriminatory practice / Anti-oppressive practice Important central principles of modern social work which stress the need to engage with service users on the basis of their position in personal and political power dynamics that may disadvantage, marginalise or oppress them. The dynamics of class, race and racism, disability, and sexual identity in relation to mainstream attitudes and behaviours in society are all relevant.

Approved social worker Practitioners who have proven competence against the ANZSWA competency Framework.

Assessment The process for identifying the needs of individual and families and reaching decisions on how to intervene.

Attachment An emotional tie developed between a child and a preferred adult (usually a parent who has the main care-giving responsibility) which endures over time, whether or not the caregiver is present. It is distinguished from attachment *behaviour*, which is the outward manifestation of this tie, i.e. 'seeking and maintaining proximity to another individual'.

Authenticity The ability to behave in ways which are true to oneself and one's professional identity.

Autonomy The capacity of individuals to make informed decisions concerning their lives.

Care management A form of practice, popularised in community care policy, where the range of services that are provided to an individual are managed by an individual, the 'care manager'. Many care managers are qualified social workers, although there is debate about the extent to which care management is a continuation of social work.

Case study A case study usually consists of a single individual, family or group, or particular events or a specific organisation considered over a given period of time. It can be defined as a phenomenon which can be described and analysed, in order to illustrate experiences and develop principles for policy and/or practice.

Child abuse Harmful acts or behaviours to which children and/or young people, other than accidentally, are subjected by someone inside or outside the home (i.e. intrafamilial or extrafamilial abuse). The four categories of child abuse (maltreatment) currently used in NZ are: physical abuse, emotional abuse, sexual abuse and neglect, including non-organic failure to thrive.

Code of ethics A formal set of guidelines designed to set out ways in which researchers should behave in conducting the research, in accordance with ethically acceptable practice. *Codes of ethics* that have been published in Aotearoa New Zealand, and are recognised within the social services industry, include but are not limited to the codes of ethics of: Ara Taihoi, Aotearoa New Zealand Association of Social Workers, Canterbury Youth Workers Collective, New Zealand Association of Counsellors, New Zealand Association of Probation Officers.

Collaboration This term refers to two activities – the process of working together to establish a *partnership* and the process of working together to achieve the desired outcomes of a *partnership*. The development of collaborative working will necessarily entail close *inter-professional* working.

Community care Used generally, it refers to a policy whereby preference is given to the maintenance of people in the community rather than in institutional care.

Community development An orientation to that focuses on the development of the ability of communities to respond to the problems that they encounter.

Counter transference The feelings and reactions stirred up in someone about their own past experiences by the feelings directed on to them by another person (see **Transference**).

Crisis Any transitory situation in which a person's usual coping mechanisms are no longer adequate to deal with the experiences involved; an 'upset in a steady state'.

Data These are the raw material, i.e. the information, which has been collected and which can be stored and analysed using one or more techniques, in order to produce research findings or outputs.

Dementia The progressive decline in cognitive function due to damage or disease in the brain beyond what might be expected from normal ageing. Although not exclusively so, it is a disease closely linked to ageing.

Direct work A way of working with children that involves face-to-face sessions and uses play-based activities and exercises to help a child explore and understand her/his circumstances.

Early Intervention A principle now widely informing service delivery in health and social care that emphasises the importance of intervening positively at an early point in the development of social, psychological, interpersonal or social difficulties. Early intervention services in adult mental health have been a particular focus of recent policy development. Early intervention has to some extent replaced the concept of 'prevention'.

Empathy The ability to understand how someone else is feeling; to be able 'to stand in someone else's shoes'.

Evidence-based/evidence-informed policy and practice The development and implementation of policy and practice based on the best evidence available, including that from research and other sources such as the views of service users, professionals and other stakeholders.

Family systems approaches These are approaches to working with troubled families, derived from systems theory, which see the family as an interactive system, and which focus predominantly on working with the interactions between family members.

Genogram A technical word for a family tree and used as a means of helping families identify significant family members and how they relate to one another.

Governance is all of the processes of governing, whether undertaken by a government, market or network, whether over a family, tribe, formal or informal organization or territory and whether through the laws, norms, power or language of an organized society

Harm reduction Harm reduction approaches prioritise reducing the negative effects of drug use over eliminating drug use or helping people stop their drug use. A focus on reducing harm rather than drug use – although harm reduction approaches retain the ultimate goal of helping people become drug free (because no drug use usually means no drug-related harm) – responses are based on the idea that where this is not practicable, the priority is to reduce risks to the individual and society.

Independent living (disabled children and adults) Reflects the principle that disabled people have control and choice over their own lives and are able to enjoy the same civil rights as non-disabled people.

Interim care Interim care is the period of care between leaving hospital and an individual taking up a more permanent option. This can either be due to the need for some rehabilitative work, or because an individual's preferred assessed option is not yet available.

Learning disability/difficulty People with an intellectual impairment (formerly called mental handicap, which is now seen as a derogatory label).

Literature review is a compilation which summarises the existing literature (such as research studies, government documents etc.) in order to give a kind of 'state of the art' view of a particular topic, i.e. it provides an assessment of what is known about the issue through a description and analysis of the existing literature on it.

Marae justice A joint initiative between Police and the communities they serve, Community and Iwi/Marae Justice Panels are selected to hear cases against young people in a marae-based setting. This is seen as an innovative attempt to personalise justice, to hold offenders to account in whatever meaningful way will most likely result in positive outcomes for all involved.

Multi-agency or interagency This term describes the involvement of two or more agencies in work that bears on the welfare of service users. As the term implies, *multi-agency* working focuses on the work of the organisations rather than on the practice of individual workers.

Multi-disciplinary working can be seen, for example, when representatives of various agencies work together – social services, health, housing, the independent sector, etc.

Networking a supportive system of sharing information and services among individuals and groups having a common interest

Neurosis Mental health difficulties characterised by psychological conflict, anxiety, panic or obsessional behaviour but normally within a more intact personality or sense of self than in the psychoses.

Non-verbal communication All forms of communication that do not rely on words, most commonly referred to as body language.

Open questions Asking questions in such a way that it allows the respondent to decide what to include in their reply e.g. 'How are you?' as opposed to a closed question which would ask 'Are you well?'.

Outcome A visible or practical product, effect or result. The desired end result and intended improvement after a specified period. The impact, effect or consequence of a particular service intervention.

Paraphrasing Providing a response to someone in such a way that it restates to the speaker what they have said in a simpler and shorter format.

Person centred planning The process of life planning for individuals, based on the principles of rights, choice and inclusion.

Power In social work, particularly concerns *inequalities* of power, especially the limited capacity of service users to make decisions concerning their own lives, in contrast to the considerable capacity of others – specifically social workers – to make such decisions.

Pre- Sentence Report Reports prepared by the Youth Offending Teams to provide background information on the young person, and importantly, on their attitudes towards the offence, and the effects on victims, at the end of which the report writer makes suggestions for possible orders to be made by the court.

Qualitative research A research method which focuses on meanings and experiences, through which the research attempts to understand the lives of those being studied, their behaviour, values, beliefs and so on, from the perspectives of the people themselves. Typically, the approach of the investigation is relatively unstructured so that the research is more likely to reveal the individuals' meanings and experiences rather than impose the researchers' perspectives. Types of data collected include semi-structured interviews, observational recordings, focus groups and illustrative vignettes.

Quantitative research A research method which emphasises the measurement of prior concepts and uses indicators to act as measures which can stand for or point towards underlying concepts. The method typically uses variables (attributes on which people or things may be distinguished) as a means of measuring the dimensions on which people differ from or resemble one another in order to demonstrate causal relationships between variables. (i.e. what factors influence people's behaviour, attitudes and beliefs.)

Questionnaire A research instrument (tool) used to collect information from a respondent.

Reflective practice The ability to draw on a diverse range of knowledge, from both formal and informal sources, to inform professional practice.

Respect The ability to convey to someone that they are unique and valued.

Results based accountability Results Based Accountability (RBA) is a simple, practical way for organisations to evaluate the results of their programmes. The question, 'How are our communities, whānau and clients better off as a result of our work?' is central to RBA.

Restorative justice This is a means of making victims' interests central to ways of dealing with crimes and their effects, which the formal criminal justice process, with its emphasis on due process, cannot do. It aims to provide a safe forum for victims where they can set out how they have been affected by the offender's crime and confronts the latter with the effects of his/her actions. The process attempts to give the victim the opportunity to receive an apology or other form of reparation which is more personal and meaningful than is possible in the courts. At the same time, the offender is able to appreciate the impact of her/his actions and take responsibility for them.

Schizophrenia A mental disorder which can involve various cognitive, emotional and behavioural features, such as hallucinations, thought disorders or delusions. Literally the term means 'splitting in the mind'.

Service user/consumer The term currently deployed for those people who use social services or are eligible for such services.

Social action A type of practice recommended by the radical social work movement, often associated with community development. It shares similar characteristics in that it is collectively rather than individually-oriented; as the name implies, it takes a more positive and oppositional stance in relation to the basic structures of society.

Social service work may be paid or unpaid, and includes but is not limited to community work, counselling, Iwi/Māori social services, Pacific Island social services, social work, youth work, and other social services work provided by individuals or teams where the major resources of the social service provider are the social service workers themselves. Social services take both a service delivery and a developmental approach. The service delivery approach responds to the day to day needs which arise in the lives of people, while the developmental approach is aimed at enabling community groups and individuals to define their own needs, establish their autonomy and access to resources, and initiate or support developmental change.

Social service workers include but are not limited to community workers, counsellors, kaiāwhina, social workers, kaitautoko, Pacific Island social service workers, youth workers, and others who deliver social services, whether paid or unpaid. They have roles and functions in working with individuals, couples, families, whānau, hapū, iwi, groups, and communities; and with social control and social change.

Task-centred practice A planned, short-term time-limited intervention in which service users and practitioners agree on the specific problems to be worked on.

Transference The capacity of past experiences of significant relationships to be transferred into current relationships with other people. A psychodynamic concept referring to the process in which one person 'transfers' feelings and images from their own inner life onto someone else, who they then treat as if they were this 'figure' from their own internal mental life.

Value base of social service work includes agency, cultural, professional, and societal values.

Vulnerable Children are children who are at significant risk of harm to their wellbeing now and into the future as a consequence of the environment in which they are being raised and, in some cases, due to their own complex needs. Environmental factors that influence child vulnerability include not having their basic emotional, physical, social, developmental and/or cultural needs met at home or in their wider community.

Vulnerable older people To be considered to be vulnerable, older people must be at risk of some harm – whether physical, emotional, psychological or financial – due to their advanced age and the health and social circumstances that characterise that age.



RINGA ATAWHAI MATAURANGA

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Memorandum of Understanding Student Placement Agreement Template

Placement Agreement made in respect of the Health and Wellbeing Programme (the Programme) on [insert date] between

1. **Ringa Atawhai Maturanga Ltd (the PTE) of 131 Dent Street, Whangarei and**
2. **[insert legal name and address of Host Organisation]**

This agreement outlines the responsibilities of the PTE and the Host Organisation in respect of the provision of a placement experience in accordance with Schedule 1 (the Placement).

The PTE is committed to working with employers and professional, statutory and regulatory bodies (PSRBs) to ensure that its provision meets the needs of students, employers and society in general.

The PTE seeks to maximise the opportunities students have to develop practical experience of professional settings and to learn through placements.

The PTE and the Host Organisation agree to work together and share information to ensure that [insert name] (the student) has the best possible opportunity of being successful in the placement. In particular, they will endeavour to:

- Support the student in meeting the Intended Learning Outcomes (see Schedule 1)
- Undertake any Assessment Activity (see Schedule 1) in a fair and appropriate manner and in accordance with any regulations, codes or similar requirements (see Schedule 1)
- Report any issues promptly and liaise to reach a suitable resolution.

PTE Responsibilities

The PTE will:

- Provide formal confirmation of placement approval to the Host Organisation before the he/she commences their placement.
- Provide him/her with a briefing about the placement, including its importance to the programme and their responsibilities.
- Identify a main contact for any enquiries or other information (including making a complaint) related to the placement and ensure both the student and Host Organisation have the full contact details of the PTE staff member who is designated as the main contact, for placement enquiries hereafter the PTE's Placement Supervisor.
- Provide appropriate support in accordance with Schedule 1 to meet any additional support needs.
- Carry out risk assessments in accordance with the **Health and Safety at Work Act 2015** the **Human Rights Act 1993** and the **Vulnerable Children's Act 2014**.

Host Organisation Responsibilities

The Host Organisation will:

- Provide students with a safe and legal working environment.
- Ensure all activities which the student engages in are appropriately risk assessed and that he/she is supervised where appropriate.
- Identify a placement contact to coordinate the placement activities and act as a contact for the student if they have any queries and concerns and ensure that the student and the PTE have their full contact details. The host organisation will conduct or make arrangements for day-to-day supervision of the student including instruction regarding hazards and health and safety precautions.
- Provide students with a full and clear induction to the Host Organisation and its working practices, including health and safety arrangements, fire precautions and emergency evacuation arrangements, how to report accidents, incidents and unsafe conditions.
- Ensure that the student receives adequate support, guidance and all-round experience, to enable them to achieve the Intended Learning Outcomes (see Schedule 1).
- Provide appropriate support and guidance in accordance with Schedule 1 to meet any additional support needs.
- Facilitate access to the student for visits by the PTE's Placement Supervisor if required.

- In cases of accidents and incidents involving the student or **breaches of discipline by the student**, to advise and consult the PTE Placement Supervisor as soon as possible.
- Provide the PTE with feedback about the progress of the placement when requested by the PTE, including any feedback required by professional validating bodies (see Schedule 1).

Without prejudice to the general right of the Host Organisation to temporarily suspend the placement on reasonable grounds (including but not limited to unforeseen events, accidents or incidents involving the student or misconduct by the student), the Host Organisation and the PTE agree that this Placement Agreement may be terminated by either party on the grounds of misconduct or other serious breaches by the student provided that the PTE is satisfied that the relationship between the Host Organisation and the student has irretrievably broken down. Any suspension must be reported to the PTE's Placement Supervisor within 24 hours.

I have read and agree to the above:

Signed by an authorised representative for and on behalf of the **Host Organisation**

Signed:

Print Name:

Host organisation:

Signed by an authorised representative for and on behalf of Ringa Atawhai Matauranga Ltd

Signed:

Print Name:

Schedule 1 – the Placement Experience

Student Name:

Student Address:

Additional Support Needs:

(to be inserted after learning plan has been agreed)

Placement Dates (from-to):

Placement Address:

Placement Contact:

(name, address, phone, email)

PTE Placement Supervisor:

(to be appointed)

Intended Learning Outcomes:

(Insert after placement plan has been agreed)

Assessment Activity:

(Insert after placement plan has been agreed)

Regulations, Codes or similar requirements:

(Refer student placement policy.)

Feedback Required by the PTE:

(Insert after placement plan has been agreed)

Document Status: Final

Date Issued: 01/08/2016

Lead Author: Ces Smith

Approved by: Ringa Atawhai Matauranga Board of Directors on
01/07/2015

Date for Review: 01/07/2018

Record of Policy Review:

<i>Date Policy was Issued</i>	<i>Date of Review</i>	<i>Reason for Review</i>	<i>Lead Reviewer</i>	<i>Additional Comments</i>
01/07/2015	01/07/2018	[for example, incorporate changes to new legislation]	[name]	[for example, policy now covers details related to new legislation].

1. Purpose and Scope

Ringa Atawhai Matauranga is committed to supporting student placements for the development of an appropriately trained and educated social and community mental health sector workforce.

The purpose of this policy is to ensure that student placements at external organisations are guided by fair and consistent principles and sound administration so that there is a positive experience and outcome for student, the host organisation and **Ringa Atawhai Matauranga**

This policy applies to all staff and student on placement at **Ringa Atawhai Matauranga**. The policy encompasses but is not limited to:

- Legal and regulatory responsibilities
- Pre-assessment of student placements
- Supervision and management of student on placement.

2. Definitions

Student: an unpaid person who is required to partake in workplace experience as part of an approved course of academic or practical study. A student is not considered to be volunteering.

Volunteering: an activity which takes place through not-for-profit organisations or projects and is undertaken:

- to be of benefit to the community and the volunteer
- of the volunteer's own free will and without coercion
- for no financial payment
- in designated volunteer positions.

3. Principles

Ringa Atawhai Matauranga is committed to placing student in an environment that is conducive to learning, values the contribution of the person and is in line with current learning objectives.

The organisation will ensure that student on placement undertake work which provides them with relevant workplace training and experience aligned to their current educational requirements.

Student on placement are not substitutes for paid staff members and will be adequately supported and supervised whilst on placement.

Ringa Atawhai Matauranga will ensure student are placed where environments are equitable, safe and encouraging.

4. Outcomes

1. Student placements are consistent with the objectives of the course.
2. Student on placement are supported to achieve their educational outcomes and provided with supervision that enhances their professional development.
3. **Ringa Atawhai Matauranga** maintains links with appropriate Mental Health Providers who support the educational outcomes of the course.

5. Functions and Delegations

Position	Task/Delegation
Board of Directors	Endorse Student Placement Policy. Ensure compliance with relevant legislation. Be aware of the cultural safety of students whilst on placement.
Management	Compliance with the Student Placement Policy and relevant legislation. <u>CEO/Manager</u> Endorse student placements. <u>Student Placement Supervisor</u>

	Human resources responsibilities for student, shared with course tutor.
Staff	Identify possible placement opportunities and liaise with [CEO/Manager]. Supervise student where applicable and maintain contact with the placement coordinator. Support the supervision of student placements when required. i.e. in absence of the student coordinator.
Student	Compliance with Student Placement Policy and relevant legislation. Agree to and sign a Student Placement Learning Agreement. Sign and adhere to Code of Conduct. Understand and comply with policy and procedures specific to the host organisation. Participate in continuous quality improvement initiatives to review this policy and supporting documents.

6. Risk Management

Relevant screening checks, such as, criminal record and working with children checks will be carried out prior to commencement of student placements.

Student undertaking placements will be involved with activities which align with their learning goals.

Student will be adequately supervised by a staff member with relevant supervisory skills.

To avoid wasting resources, expectations of the placement from both the student and the host organisation will be made clear at the outset, as will the process by which student may be withdrawn from the placement.

7. Policy Implementation

This policy has been developed in consultation with approved host organisations and ratified by the Board of Directors. All students on placement are responsible for understanding and adhering to this policy.

8. Policy Detail

8.1 Selection of Student

Before placement occurs, students will be assessed on an individual basis to determine their personal competencies and relevant experience which demonstrate a capacity to achieve agreed outcomes. The CEO or her nominee will conduct interviews with student to determine their suitability for external placement.

To encourage and promote optimal outcomes for students the CEO will:

- Ensure mutually agreed objectives are achievable
- Only agree to placements that undertake tasks which provide relevant training for the student's course of study
- Make realistic commitments about the length of student placements

Student assessed as unfit for placement will not be permitted to take up an external placement. Reasons when this may occur could include:

- Criminal record of violence or abuse of others
- History of theft or fraud
- Unresolved mental health issues
- Unresolved family issues

In the event this occurs the CEO will:

- Discuss the matter privately with the person clearly outlining the reasons a placement is not possible at that time.
- Take steps to provide pastoral care support, professional supervision or counselling.
- Draw up an action plan in consultation with the person so that any presenting issues can be worked on in a safe and supportive way.
- Review the action plan at agreed stages until the person is deemed safe to practice or a final decision is made to withdraw the person from the course on the grounds of their inability to meet the placement criteria.

8.2 Legal Responsibilities

Ringa Atawhai Matauranga requires all students while on placement to contribute to a safe work environment. Students must comply with relevant legislation including:

Health and Safety

Introduction

Students safety while on placement is paramount. Ringa Atawhai Matauranga will ensure health and safety issues are determined prior to student placement.

Relevant information about workplace health and safety will be included in student' learning plans and covered before a placement begins.

General Requirements

Ringa Atawhai Matauranga must be satisfied that the workplace environment is safe and appropriate for structured workplace learning and ensure that student welfare and interests are protected.

Both the host organisations and student must also be aware of, and able to comply with their respective obligations under the Health and Safety in Employment Act 1992 and the Human Rights Act 1993.

A written agreement (MOU) between the host organisation, student and Ringa Atawhai Matauranga will be signed as part of the Student Placement Agreement.

Health and Safety at Work Act 2015 and Human Rights Act 1993

The Health and Safety at Work Act 2015 and Human Rights Act 1993 apply to organisations providing workplace learning. This means:

- Host organisations are required to train students in basic health and safety in the workplace in the same way as they train their employees;
- Host organisations must not discriminate against students in any way on any of the grounds prohibited in the Human Rights Act 1993. An organisation who breaches either the Health and Safety at Work Act 2015 or the Human Rights Act 1993 in respect of student has liability;

Students have a responsibility to ensure their safety and the safety of others by:

- Complying with all host organisation's health and safety policies.
- Following instructions, and
- Ensuring that their actions do not put themselves or others at risk.

Health and Safety in Employment Amendment Act 2002

The Health and Safety in Employment Act specifically mentions people who are in a workplace for workplace learning placements or on-the-job training and states that they are entitled to be treated for safety purposes as if they were employees. This means that they have the same rights as employees, except the right to formally participate in health and safety issues.

Employer Responsibilities

The host organisation must keep employees (including student on workplace learning placements) safe by:

- identifying hazards at work;
- eliminating or managing identified hazards to ensure they do not harm employees;
- providing employees with information to enable them to work safely;
- making sure that employees have the right knowledge, experience and supervision to work safely;
- providing clothing and equipment where appropriate; and
- instructing employees in the correct use of any equipment provided.

Employee Responsibilities

Employees (including students on workplace learning placements) have a duty to take all reasonably practicable steps to:

- ensure their own health and safety; and
- ensure that nothing they do harms any other person.

Students also have specific responsibilities to:

- take all practicable steps to use protective equipment and to wear protective clothing provided by the employer or employee (if applicable);
- not undertake work which is unsafe or which involves unsafe practices;
- make unsafe work situations safe or inform their supervisor or manager if they are unable to make the situation safe;
- be aware of and follow their workplace's health and safety practices and procedures including reporting of work-related accidents and injuries, and hazards;
- co-operate with monitoring workplace hazard and employee health; and
- comply with any improvement and prohibition notices issued for their workplace.

If a student is injured while in the workplace, the Accident Compensation Corporation (ACC) will determine if it will be able to cover the injury. This situation is not generally deemed to be a work accident.

All student will sign a Code of Conduct prior to being placed.

8.3 Remuneration

There is no remuneration or reimbursements of personal expenses for student placements unless through duties undertaken at the request of the organisation. Travel expenses to and from the office and home are not reimbursable.

8.4 Supporting Students

Staff responsible for supporting students should ensure that:

- Students are aware of all policies and procedures relevant to their placement
- Mechanisms are in place to enable tailored learning goals for the student
- An orientation and induction is completed
- Suitable resources and equipment/office space is available for student on commencement of placement
- Environmental adjustments are implemented as required
- Student progress is monitored during placement and regular supervision is provided

8.5 Resolving Difficulties on Placement

If there are problems arising from a student's performance or behaviour on placement, these should be managed as outlined in the Disputes Settling Policy and Procedure.

If the issue is not resolved, then the CEO must be consulted. The same processes apply if the student experiences difficulties affecting their learning and/or performance.

8.6 Variation or Cancellation of Placement

The placement may be altered or cancelled at any time by the student or host organisation sighting valid reasons for doing so.

Any variation may be discussed between relevant parties and noted on the Student Placement Learning Agreement.

The placement coordinator will inform the CEO as soon as possible if cancellation of the placement is to occur. A letter will be provided to inform of the reasons for cancellation of placement.

Student must inform the placement coordinator as soon as possible if they wish to cancel their placement clearly stating the reasons why.

8.7 Completion of Placement

Student will undergo an end of placement interview with the placement coordinator when a placement evaluation will be conducted.

References

8.1 Internal

Code of Conduct
Feedback and Complaints Policy
Grievance and Disputes Policy
Student Placement Evaluation
Student Placement Learning Agreement
Student Placement Orientation and Induction Checklist
Student Placement Procedure

8.2 External

Legislation

Education Act (1989) and Education Amendment Act (2011)
Fire Services Act (1975)
New Zealand Bill of Rights Act (1990)
Human Rights Act (1993)
Privacy Act (1993)
Education Act (1989) & Amendments
Health and Safety Act (1992)
Crimes Act (1961)
Consumer Guarantees Act (1993)
Fair Trading Act (1986)

Information on related legislation and policies is included in the Company's, *Student Management and Support Handbook*, the *Health and Safety Handbook* and the *Legislation and Compliance Handbook*.

Definitions

Recognised code of conduct refers to a code of conduct established by a mental health service provider, or a code of ethics of a professional association related to mental health service provision.

Service provider guidelines including strategic plans, kaupapa, legislation, kawa, tikanga, staff manuals, Ringa Atawhai Matauranga protocols.

Whakaaro:

Ensuring the wellbeing and safety of children, including prevention of child abuse or maltreatment, is a paramount goal of Ringa Atawhai Matauranga. 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 37.

Kaupapa:

The interests of the child will be the paramount consideration when any action is taken in response to suspected abuse or neglect. This organisation commits to support the statutory agencies, Oranga Tamariki 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, **Kim Palmer**, 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 kaimahi have access to the training they need.

This policy was amended on the 01/06/2024 and extends upon the organisation's "Abuse and Neglect Policy". A digital copy can be found on our website at www.ringaatawhai.org.nz The policy is due to be updated on 25/11/25. It is consistent with Oranga Tamariki and Police guidelines and will be updated when new guidance is issued.

Purpose, scope and principles

Our child protection policy supports our kaimahi 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., Oranga Tamariki 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 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.
- **Oranga Tamariki** – 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:
 - **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.
 - **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:
 - Patterns of isolation, degradation, constant criticism or negative comparison to others.
 - Isolating, corrupting, exploiting or terrorising a child can also be emotional abuse.
 - 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:
 - Physical (not providing the necessities of life like a warm place, food and clothing).
 - Emotional (not providing comfort, attention and love).
 - Neglectful supervision (leaving children without someone safe looking after them).
 - Medical neglect (not taking care of health needs).
 - 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 and students will be made aware of the policy on child protection.

Identifying child abuse and neglect

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 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. This organisation 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.

Confidentiality and information sharing

We will seek advice from Oranga Tamariki 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:

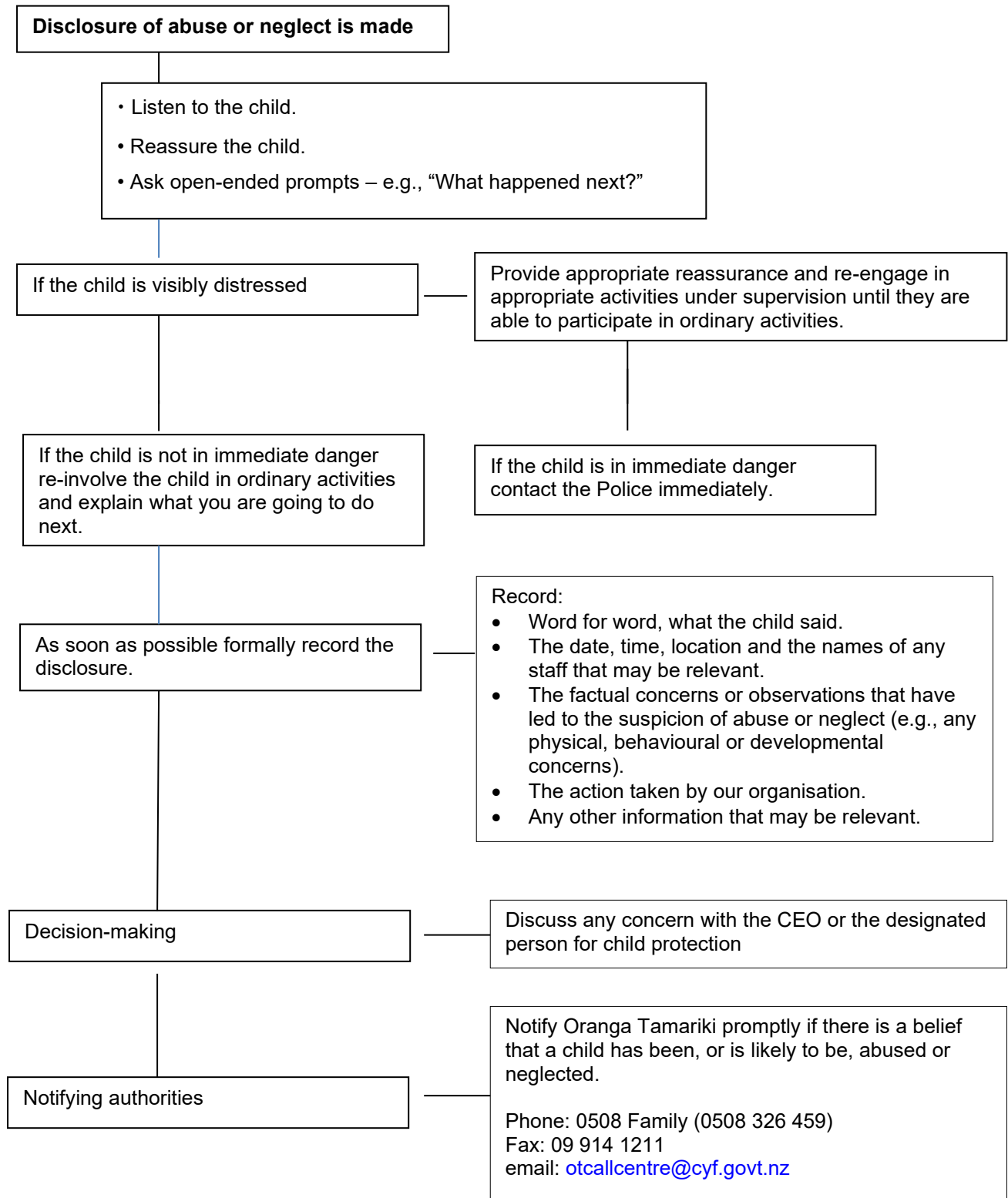
- Under sections 15 and 16 of the Children, Young Persons, and Their Families Act 1989 and the Vulnerable Children's Act 2014, any person who believes that a child has been or is likely to be, harmed physically, emotionally or sexually or ill-treated, abused, neglected or deprived may report the matter to Oranga Tamariki 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 Oranga Tamariki under sections 15 and 16 of the Children, Young Persons, and Their Families Act 1989 and the Vulnerable Children's Act 2014

Child safe practice guidelines

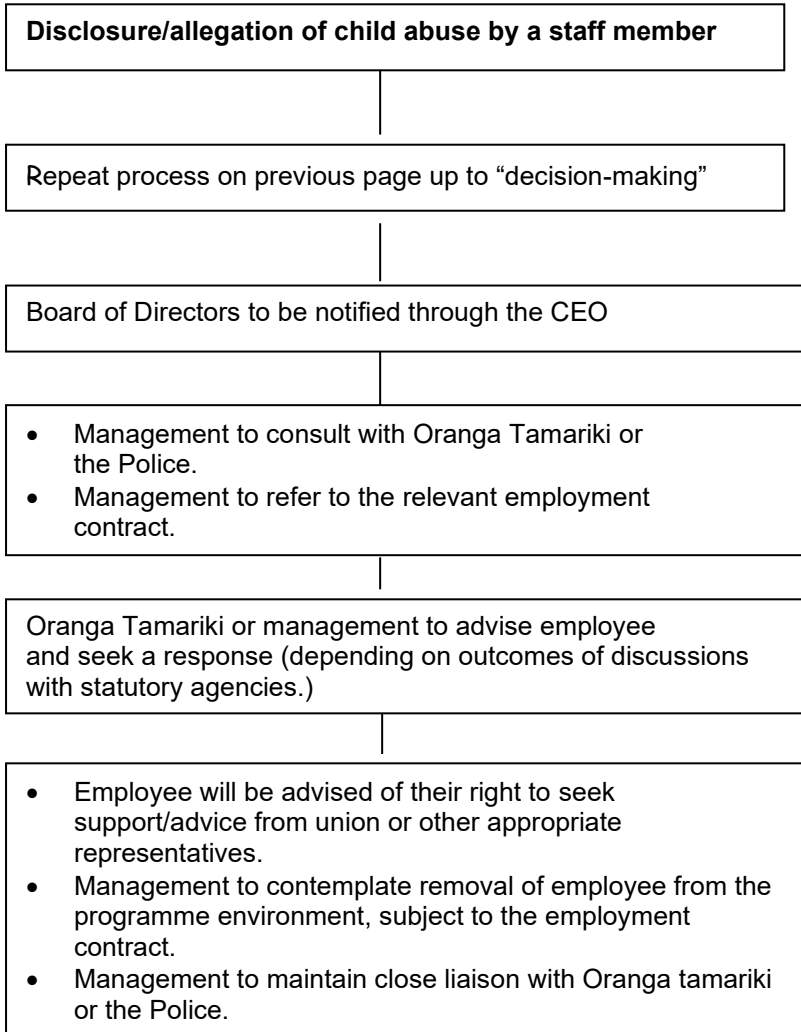
- To avoid situations where staff may be alone with children, all staff should examine the opportunities or possible situations where staff may be alone with children. Wherever possible an open-door policy for all spaces should be used (excludes toilets). Staff should be aware of where all children are 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 our organisation's premises, or from the programme we provide, without written parental consent.

Process for Responding to a Concern About a Child.



Process for Responding When an Allegation Is Made Against a Member of Staff

All matters involving allegations against staff need to be escalated to the Board of Directors. 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.



We commit 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 concerned the safety or wellbeing of a child, use of such agreements is contrary to a culture of child protection.