**HUMAN RESOURCES MANAGEMENT POLICIES**

**SECTION 4: HEALTH & SAFETY POLICIES**

**POLICY 1: ABUSE & NEGLECT POLICY**

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| **Policy Rationale** |  |
| **Policy** | **RESPONDING TO SUSPICIONS OF CHILD ABUSE**  Below outlines the reporting process in regard to responding to suspicions of child abuse under Section 15 of the CYP & F Act.  Section 15: reporting of ill-treatment or neglect of child – any person who believes that any child has been, or is likely to be harmed (whether physically, emotionally or sexually), ill-treated, abused, neglected or deprived may report the matter to a social worker or member of the Police.  Social Worker is defined in the CYP & F Act as a Department of Child Youth and Family Services Social Worker.  **Reporting Process:**   * Listen to the child or young person and reassure them but do not make promises or commitments you cannot keep * DO NOT formally interview the child. Obtain only relevant facts if and when clarification is needed * Write down what the child or young person says * In the event that the employee has witnessed or is aware of a child being ill-treated, they must record specific details of what has been witnessed (including dates, observations etc). * The employee must notify the Chief Executive or the Office Manager and hold immediate discussions. * The Chief Executive or Office Manager must notify the Child Youth and Family Services or Police immediately and await further contact. * If appropriate, support for staff involved from appropriate agencies will be provided where necessary.   **Responding to suspicions and allegations against a staff member:**   * Listen to the child or young person and reassure them but do not make promises or commitments you cannot keep * DO NOT formally interview the child. Obtain only relevant facts if and when clarification is needed * Write down what the child or young person says. * In the event that the employee has witnessed or is aware of a child being ill-treated, they must record specific details of what has been witnessed (including dates, observations etc). * Inform the Chief Executive or Office Manager immediately. * The Chief Executive or Office Manager must notify the Child Youth and Family Services or Police immediately and await further contact before taking any action against the staff member involved in the allegations. * Appropriate action will be taken against the staff member involved in the allegations in line with Badminton NZs disciplinary policy.   **RESPONDING TO SUSPICIONS OF ABUSE OR NEGLECT IN ADULTS**  Below outlines the reporting process in regard to responding to suspicions of abuse or neglect in adults.  **Definitions and examples of abuse**  Defining abuse is complex and rests on many factors. The term “abuse” can be widely interpreted. However, “abuse” is defined as the “violation of an individual’s human and civil rights by any other person or persons.”  Abuse may happen as the result of deliberate intent, negligence or ignorance. Here are some examples of abuse;   * Physical abuse - This includes hitting, slapping, pushing, kicking, misuse of medical/chemical restraint or inappropriate sanctions * Sexual abuse - This includes rape and sexual assault or sexual acts to which the vulnerable adult has not, or could not, consent and/or was pressured into consenting. * Psychological abuse - This includes emotional abuse, threats of harm or abandonment, deprivation of contact, humiliation, verbal or racial abuse, isolation or withdrawal of services or supportive networks. * Financial or material abuse - This includes theft, fraud, exploitation; pressure in connection with wills, property, inheritance or financial transactions; or the misuses or misappropriation of property, possessions or benefits. * Neglect and acts of omission - This includes ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational services, the withholding of the necessities of life, such as medication, adequate nutrition and heating. * Institutional abuse - This is repeated instances of poor care of individuals or groups of individuals. It can be through neglect or poor professional practice as a result of structures, policies, processes and practices within an organisation. While this in no way condones the abusive practice on the part of individuals, it recognises the powerful influence that organisational culture has on individual behaviour.   The above should not be considered an exclusive or even exhaustive list of the types of abuse which can be experienced by vulnerable adults.  **Reporting Process:**   * Listen to the person and reassure them but do not make promises or commitments you cannot keep * DO NOT formally interview the person. Obtain only relevant facts if and when clarification is needed * Write down what the person is telling you if appropriate. * In the event that the employee has witnessed or is aware of an adult being ill-treated, they must record specific details of what has been witnessed (including dates, observations etc). * The employee must notify the Chief Executive or the Office Manager and hold immediate discussions. * If appropriate the employee can guide the person concerned to helpline organisations. It is not the employees responsibility to get help for the person concerned, however if there is a serious threat to that person see below. * If there is a serious threat to the person concerned the Chief Executive or Office Manager must be informed and they must notify the appropriate Services or Police immediately and await further contact.   **Various websites to search for more information:**  Family Violence Intervention Guidelines: Elder abuse and neglect:  <https://www.health.govt.nz/publication/family-violence-intervention-guidelines-elder-abuse-and-neglect>  Family & Community Services Directory:  <https://www.familyservices.govt.nz/directory/>  Sexual Abuse Support  <https://www.police.govt.nz/sites/default/files/publications/victims-sexual-assualt-booklet.pdf> |
| **Review Protocol** | Policy Owner:  Policy Reviewed By:  Date Reviewed:  Next Review Date: |