

CHILD SAFE ENVIRONMENT AND WELLBEING

QUALITY AREA 2 | ELAA VERSION 3.2



PURPOSE

In this policy document, Creative Minds Early Years Pty Ltd is referred to as Creative Minds Early Years.

This policy provides a clear set of guidelines and procedures for Creative Minds Early Years to:

- ensure the safety, rights and best interests of children are the paramount consideration in all decisions and actions
- provide a safe environment for all children which ensures their safety, health and wellbeing
- promote the cultural
- safeguarding of all children
- identify, reduce and remove risks of child maltreatment, abuse and neglect
- intervene when a child may be at risk of maltreatment, abuse and neglect
- involve children in child safety including listening to children and incorporating their views about how to provide a safe environment
- make staff aware of their legal and duty of care obligations to report child maltreatment, abuse and neglect
- responding to requests, sharing and requesting information to promote child wellbeing or safety and/or manage risk of family violence.



POLICY STATEMENT

VALUES

Creative Minds Early Years:

- is committed to the rights of all children to feel safe, and be safe at all times, including:
 - promoting the cultural safety and wellbeing of Aboriginal children
 - promoting the cultural safety and wellbeing of children from culturally and linguistically diverse backgrounds
 - promoting the safety and wellbeing of children with a disability
 - promoting the (right to) safety and wellbeing of trans and gender diverse children and their families in ECEC settings
 - ensuring that LGBTIQ+ families and their children feel included
- promotes the culture of child safety and wellbeing within the service
- values, respects and cares for children
- fosters opportunities for each child to participate, express their views and to learn and develop
- always acts in the best interests of each child and has zero tolerance of child maltreatment, abuse and neglect
- takes all reasonable steps to ensure the health, safety and wellbeing of children at all times, whilst also promoting their learning and development

- actively manages the risks of maltreatment, abuse and neglect to each child, including fulfilling our duty of care (*refer to Definitions*) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm
- continuously improves the way our service identifies risks of and responds to child maltreatment, abuse and neglect and encourages reporting and improved responses to allegations of child maltreatment, abuse and neglect
- proactively sharing information with relevant authorities to promote the wellbeing and/or safety of a child or a group of children, consistent with their best interests.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children and others attending the programs and activities of Creative Minds Early Years, including during offsite excursions and activities.

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
R indicates legislation requirement, and should not be deleted					
Governance					
1. Ensuring that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met (<i>Child Safe Standard 2 – 2.3</i>)	R	R	√		√
2. Ensuring the safety, rights and best interests of children are the paramount consideration in all decisions and actions undertaken in the operation of the service and the delivery of education and care to children	R	R	R		R
3. Being aware of this policy, the <i>Code of Conduct Policy</i> , <i>Privacy and Confidentiality Policy</i> and the <i>Interactions with Children Policy</i> and their ongoing obligations to behave in accordance with the policies (<i>Child Safe Standard 11 – 11.4</i>)	R	R	R	R	R
4. Ensuring that the <i>Child Safe Environment and Wellbeing policy</i> and procedures are implemented (<i>Child Safe Standard 2 – 2.3</i>)	R	R	√		√

5. Ensuring there is a child safe champion/s who can lead discussions, answer questions and support child safety and wellbeing (<i>Child Safe Standard 2 – 2.2, 2.3</i>)	R	✓			
6. Ensuring that a public commitment to child safety on the service website and displayed at the service premises (<i>refer to Attachment 5A</i>) (<i>Child Safe Standard 2 – 2.1</i>)	R	✓			
7. Ensuring an explicit statement of [Service Name]’s commitment to child safety is included in all advertising promotion for the organisation (<i>Child Safe Standard 2 – 2.1, 6 – 6.1</i>)	R				
8. Providing leadership for an organisational culture of accountability for child safety which is open to scrutiny and is continuously reviewed and improved (<i>Child Safe Standard 2 – 2.2, 2.3, 10 – 10.1</i>)	R	✓			
9. Abiding by the <i>Code of Conduct Policy</i> (<i>Child Safe Standard 2 – 2.4</i>)	R	✓	✓	✓	✓
10. Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy (<i>Child Safe Standard 2 – 2.3, 10 – 10.1</i>)	R	✓	✓		
11. Contributing to an organisational culture of child safety (<i>Child Safe Standard 2 – 2.2</i>)	R	✓	✓	✓	✓
12. Creating an environment where all staff feel supported and encouraged to raise concerns, making it normal to report issues (<i>Child Safe Standard 2 – 2.2, 7 – 7.3</i>)	✓	✓			
13. Promoting awareness and compliance with the Child Safe Standards (<i>refer to Definitions</i>) when disclosing information to promote the wellbeing and safety of a child or group of children (<i>Child Safe Standard 2 – 2.2, 7 – 7.4</i>)	R	✓	✓		
14. Advising staff of current legislation, and their legal and duty of care obligations around child protection (<i>Regulation 84</i>) (<i>Child Safe Standard 2 – 2.2, 2.6, 6 – 6.3, 8 – 8.1</i>)	R	✓			
15. Completing and maintaining the National Educator Register (<i>refer to Sources</i>) in the National Quality Agenda IT System for all educators, volunteers and students, non-educator staff, teachers (regardless of whether or not they are registered or accredited with a teacher registration body), nominated supervisors and directors/co-ordinators (<i>Child Safe Standard 6 – 6.2, 11 – 11.5</i>)	R	R			
16. Ensuring all staff, contractors, volunteers and students do not consume or are under the influence of alcohol or	R	✓	✓		✓

be affected by drugs (<i>Regulations 82, 83</i>) (<i>refer to Tobacco, Alcohol and other Drugs Policy</i>)					
17. Reviewing this policy in consultation with stakeholders (<i>Child Safe Standard 10 – 10.1</i>)	R	√	√	√	√
Risk Assessment and Continuous Improvement					
18. Conducting child safe self-assessment and risk assessment (<i>refer to Sources</i>) annually to ensure the service is meeting their child safe obligations (<i>Child Safe Standard 2 – 2.5, 9 – 9.3, 10- 10.1</i>)	R	R	√		√
19. Implement risk assessments of the service environment, equipment and online environment (<i>refer to eSafety policy</i>) to ensure risks to safety, health and wellbeing are minimised (<i>National Law: Sections 167</i>) (<i>refer to Occupational Health and Safety and Injury Trauma and Illness Policy</i>) (<i>Child Safe Standard 9 – 9.1, 9.3</i>)	R	R	√		√
20. Identifying and mitigating risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities (<i>refer to eSafety for Children Policy</i>) (<i>Child Safe Standard 9 – 9.1, 9.3</i>)	R	√	√		√
21. Developing risk management strategies that focuses on preventing, identifying and mitigating risks of maltreatment, abuse and neglect of children (<i>Child Safe Standard 2 – 2.5, 9 – 9.3</i>)	R	R	R		R
22. Ensuring that risk management plans (<i>refer to Sources</i>) list the actions the service will take to prevent or reduce each identified risk of maltreatment, abuse and neglect of children (<i>Child Safe Standard 2 – 2.5, 9 – 9.3</i>)	R	R	√		√
23. Actively monitor, review and evaluate risk management plans (<i>Child Safe Standard 10 – 10.1</i>)	R	R	R		R
24. Undertaking child safety and wellbeing reviews and developing an action plan to maintain Child Safe Standards (<i>refer to Definitions</i>) at Creative Minds Early Years (<i>Child Safe Standard 2 – 2.3, 10 – 10.1</i>)	R	√	√	√	√
25. Ensuring that all child safety and wellbeing incidents are reviewed regularly, and findings are thoroughly documented in reports and include lessons from complaints, concerns and safety incidents (<i>Child Safe Standard 7 – 7.3, 7.4, 10 – 10.1, 10.2</i>)	R	√	√		√
26. Ensuring continuous improvement in the implementation of the Child Safe Standards (<i>refer to Definitions</i>) in Creative Minds Early Years, promoting an organisational culture of accountability for child safety which is open to scrutiny and is continuously reviewed	R	R	√	√	√

and improved (<i>refer to Sources</i>) (<i>Child Safe Standard 2 – 2.2, 10 – 10.1</i>)					
Recruitment, Agency Relief Staff and Volunteers					
27. Ensuring child safety is included in all selection criteria's, position descriptions, job advertisements, interview questions and reference checks (<i>refer to Attachment 1</i>) (<i>Child Safe Standard 6 – 6.1</i>)	R	R			
28. Conducting recruitment and induction processes for new staff and agency staff in line with this policy (<i>refer to Attachment 1</i>) (<i>Child Safe Standard 6 – 6.1, 6.3</i>)	R				
29. Screening contractors (agency staff), volunteers and students in line with their roles and this policy (<i>refer to Attachment 2</i>) (<i>Child Safe Standard 6 – 6.1, 6.2</i>)	R				
30. Ensuring the safety and wellbeing of children attending the service by keeping a visitors' record, including contact details, signatures and arrival/departure times (<i>Child Safe Standard 9 – 9.1</i>)	R	√	√		√
31. Ensuring that contractors, volunteers, students, parents/guardians and other visitors to the service are not left with sole supervision of individual children or groups of children (<i>Child Safe Standard 6 – 6.1, 6.2</i>)	R	R	√		
32. Ensuring that contact is prevented or responding if it has occurred, when the service has been notified of a court order prohibiting an adult from contacting an enrolled child (<i>Child Safe Standard 2 – 2.5, 9 - 9.1</i>)	R	R	√		
33. Validating Working with Children Clearance (<i>refer to Definitions</i>) or Victorian Institute of Teaching Registration before all staff, contractors, volunteers and students commence working with children (<i>refer to Staffing Policy</i>) (<i>Child Safe Standard 6 – 6.2</i>)	R	√			
34. Notifying the approved provider and the Regulatory Authority within 7 days of any changes to their personal situation, including a change in mailing address, circumstances that affect their status, such as the suspension or cancellation of a Working with Children Clearance or teacher registration, or if they are subject to disciplinary proceedings (<i>Child Safe Standard 6 – 6.2</i>)		R	R		R
35. Ensuring the approved provider notifies the regulatory authority of a change to a staff member's WWCC status (<i>Child Safe Standard 6 – 6.1, 6.2</i>)	R				
Training					
36. Ensuring all ECT's/educators and staff, volunteers and students, are aware of current child protection legislation, including mandatory reporting requirements	R	R	√		√

and obligations (<i>Child Safe Standard 2 – 2.6, 6 – 6.3, 8 – 8.1, 8.2, 8.3</i>)					
37. Providing appropriate resources and training to assist staff, contractors, volunteers and students to implement this policy (<i>refer to Sources</i>) (<i>Child Safe Standard 6 – 6.3, 8 – 8.1, 8.2, 8.3</i>)	R				
38. Ensuring all staff members (whether or not they work directly with children) and volunteers, including students complete prescribed child protection training within the timeframes in the National Regulations (<i>Child Safe Standard 6 – 6.3, 8 – 8.1, 8.2, 8.3</i>)	R	R	R		R
39. Ensuring PMC, nominated supervisors, person in day-to-day charge, all staff members and volunteers, including students complete mandatory national child safety training within the timeframes prescribed in the National Regulations (<i>Child Safe Standard 6 – 6.3, 8 – 8.1, 8.2, 8.3</i>)	R	R	R		R
40. Ensuring systems are in place that cover all aspects of child protection training each year (<i>refer to Source</i>). This includes refresher training and additional professional development where needed. Different roles in the service require specific training: - New staff, volunteers and students on placement will need comprehensive induction and training - Leadership group needs training on their specific responsibilities in the service - Governance bodies such Committees will also need training on their responsibilities (<i>Child Safe Standard 8 – 8.1, 8.2, 8.3, 8.4</i>)	R	R	R		R
41. Developing training actions plans (<i>refer to Sources</i>) for staff and volunteers includes training on: - the <i>Child Safety and Wellbeing Policy</i> - identifying indicators of child abuse and harm - how to support a person making a disclosure about harm to a child - how to manage a disclosure of maltreatment, abuse or neglect by a child - how to respond to issues of child safety including internal and external reporting requirements, notifying families and carers and managing risks to children - how to support cultural safety (<i>Child Safe Standard 1 – 1.2, 1.3, 1.4, 1.5, 6 – 6.3, 8 – 8.1, 8.2, 8.3</i>)	R	R	√		√
42. Ensuring the training register records the completion of training by staff and volunteers	R	R	√		√

43. Identifying the potential for child abuse at Creative Minds Early Years, and developing and implementing effective prevention strategies (<i>Child Safe Standard 2 – 2.5, 9 – 9.3</i>)	R	R	R		
44. Using the NQF Child Safe Culture Guide and NQF Online Safety Guides (<i>refer to Sources</i>), including questions to guide reflection on practice to inform training and discussions with staff (<i>Child Safe Standard 8 – 8.1, 8.2, 8.3, 8.4, 9 – 9.2</i>)	√	√			
Culturally Safe Environment					
45. Identifying, responding to and reporting inappropriate conduct (<i>refer to Definitions</i>) in accordance with the <i>Education and Care Services National Law</i> and the <i>Reportable Conduct Scheme</i> , including notifying the Social Services Regulator within required timeframes where a reportable allegation is formed (<i>refer to Code of Conduct Policy</i>)	R	R	R	R	R
46. Ensuring racism within the service is identified, confronted and not tolerated (<i>refer to Attachment 6</i>) (<i>Child Safe Standard 1 – 1.3</i>)	R	R	R	R	R
47. Actively discouraging discrimination against children, families and educators on the basis of culture, gender, age, sexuality, disability or religion. (<i>Child Safe Standard 1 – 1.5 – 5.3</i>)	R	R	R	√	R
48. Creating a culturally safe environment and meet the needs of Aboriginal children, young people and their families (<i>Child Safe Standard 1 – 1.3</i>) 1.4, 1.5)	R	R	R		R
49. Strategies are embedded within Creative Minds Early Years which equip all members to acknowledge and appreciate the strengths of Aboriginal culture and understand its importance to the wellbeing and safety of Aboriginal children and young people (<i>Child Safe Standard 1 – 1.2</i>)	R	R	R		R
50. Actively supporting and facilitating the participation and inclusion within Creative Minds Early Years by Aboriginal children, young people and their families (<i>Child Safe Standard 1 – 1.4</i>)	R	R	R		R
51. Ensuring public commitment to the cultural safety of Aboriginal children is available and displayed for public access (<i>refer to Attachment 5</i>) (<i>Child Safe Standard 1 – 1.5, 2 – 2.1</i>)	R	√			
52. Actively supporting and encouraging a child's ability to express their culture and enjoy their cultural rights (<i>Child Safe Standard 1 – 1.</i>)	R	√	√		√

53. Understanding children's diverse circumstances, and providing support and responding to those who are vulnerable (<i>Child Safe Standard 5 – 5.1</i>)	R	✓	✓		
54. Supporting the needs and rights of children with disability, children from culturally and linguistically diverse backgrounds, those who are unable to live at home, who identify as LGBTIQ+ and intersex children (<i>Child Safe Standard 5 – 5.3</i>)	R	R	R		R
Child Safe Pedagogical Practices					
55. Developing strategies that help children to understand appropriate interactions between educators and children and know who to report to if they see something wrong or makes them feel uncomfortable (<i>refer to Interaction with Children Policy</i>) (<i>Child Safe Standard 3 – 3.1</i>)	✓	✓	✓		✓
56. Providing children with information and feedback about how the service keeps them safe (<i>Child Safe Standard 3 – 3.1</i>)	✓	✓	✓		✓
57. Supporting children to feel comfortable to talk about their sexual development, body safety and to disclose concerns. Teaching them about respect, dignity and safety from an early age (<i>Child Safe Standard 3 – 3.1</i>)	✓	✓	✓		✓
58. Offering children access to age-appropriate sexual abuse prevention and protective behaviours programs and to relevant related information (<i>Child Safe Standard 3 – 3.3</i>)	R	R	R		R
59. Informing children about all of their rights, including to safety, information and participation (<i>Child Safe Standard 3 – 3.1</i>)	R	R	R		R
60. Ensuring that children have access to information, support and handling complaints through processes that are culturally safe, accessible and easy to understand (<i>refer to Compliments and Complaints policy</i>) (<i>Child Safe Standard 7 – 7.1, 7.3</i>)	✓	✓			
61. Ensuring that staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children to express their views, participate in decision-making and raise their concerns (<i>Child Safe Standard 3 – 3.1, 3.4, 7 – 7.2</i>)	R	R	R		R
62. Identifying local support agencies for help that is age-appropriate for children and families (<i>Child Safe Standard 4 – 4.2</i>)	✓	✓	✓		
Information Sharing Schemes					
63. Communicating to staff about their obligations under the Information Sharing Schemes (<i>refer to Definitions</i>), and	R	R	✓		

ensure they have read and understood the <i>Privacy and Confidentiality Policy</i> (Child Safe Standard 2 – 2.6)					
64. Ensuring information sharing procedures abide by the <i>CISS Ministerial Guidelines</i> (refer to Source) and exercising professional judgment when determining whether the threshold for sharing is met, what information to share and with whom to share it (refer to <i>Privacy and Confidentiality Policy</i>) (Child Safe Standard 2 – 2.6)	R	R	R		
65. Ensuring confidential information is only shared with relevant authorities to the extent necessary to promote the wellbeing or safety of a child or group of children, consistent with the best interests of that child or those children (Child Safe Standard 2 – 2.6)	R	R	R		
66. Ensuring when sharing information giving precedence to the wellbeing and safety of a child or group of children over the right to privacy when sharing information under the CISS and the FVISS (refer to <i>Privacy and Confidentiality Policy</i>) (Child Safe Standard 2 – 2.6)	R	R	R		
67. Seeking and taking into account the views of the child and the child's relevant family members, if it is appropriate, safe and reasonable to do so when sharing information under the CISS and the FVISS (refer to <i>Definitions</i>) (Child Safe Standard 3 – 3.1, 4 – 4.1)	✓	✓	✓		
68. Being respectful of and have regard to a child's social, individual and cultural identity, the child's strengths and abilities and any vulnerability relevant to the child's safety or wellbeing when sharing information under the CISS and FVISS (refer to <i>Definitions</i>) (Child Safe Standard 5- 5.1, 5.3)	✓	✓	✓		
69. Promoting a child's cultural safety and recognising the cultural rights and familial and community connections of children who are Aboriginal, Torres Strait Islander or both when sharing information under the CISS and FVISS (refer to <i>Definitions</i>) (Child Safe Standard 1 – 1.2, 1.4, 1.5)	✓	✓	✓		
Child Safe Reporting					
70. Taking all child safety issues seriously, respond quickly, and ensure all staff and volunteers have the resources they need (Child Safe Standard 2 – 2.2, 7 – 7.3)	R	R			
71. Ensuring procedures for reporting and responding to suspected child abuse or neglect are promoted across the service and regularly reviewed in partnership with all stakeholders (refer to <i>Attachment 3 and 4</i>) (Child Safe Standard 2 – 2.2, 7 – 7.1 7.3,7.4)	R	✓	✓	✓	✓

72. Following processes for responding to and reporting suspected child abuse (<i>refer to Attachment 3</i>) (<i>Child Safe Standard 7 – 7.1 7.3,7.4</i>)	R	R	R	√	R
73. Following processes for responding to and reporting suspected family violence (<i>refer to Family Violence Support policy</i>) (<i>Child Safe Standard 2 – 2.67 – 7.1 7.3,7.4</i>)	R	R	R		R
74. Ensuring processes for responding to and reporting are followed when there are significant concerns for the safety, health or wellbeing of a child at the service (<i>refer to Attachment 3 and 4</i>) (<i>Child Safe Standard 2 – 2.6, 7 – 7.1 7.3,7.4</i>)	R	R	R		
75. Responding to concerns about sexual behaviours, even if they seem typical (<i>refer to Attachment 3</i>) (<i>Child Safe Standard 2 – 2.6, 7 – 7.1 7.3,7.4</i>)	R	R	R		
76. Fulfilling legal obligations, including mandatory reporting and duty of care obligations (<i>refer to Definitions</i>) (<i>refer to Attachment 3 and 4</i>) (<i>Child Safe Standard 2 – 2.2, 7 – 7.1 7.3,7.4</i>)	R	R	R		R
77. Ensuring that clear and comprehensive notes relating to incidents, disclosures and allegations of child abuse are made and retained (<i>refer to Attachment 4</i>) (<i>Child Safe Standard 7 – 7.3,7.4</i>)	R	R	R	√	R
78. Notifying the approved provider or person with management or control immediately on becoming aware of a concern, complaint or allegation regarding the safety, health and welfare of a child at Creative Minds Early Years (<i>Child Safe Standard 7 – 7.3,7.4</i>)		R	R	√	√
79. Maintaining co-operative relationships with appropriate services and/or professionals (including Child FIRST/Orange Door) (<i>refer to Definitions</i>) in the best interests of children and their families (<i>Child Safe Standard 4 – 4.2</i>)	√	√	√		
80. Offering support to the child and their family, and to staff in response to concerns or reports relating to the safety, health and wellbeing of a child at Creative Minds Early Years (<i>Child Safe Standard 4 – 4.2, 7 – 7.3</i>)	√	√	√		
81. Notifying DE within 24 hours of a serious incident (<i>refer to Definitions</i>) occurring at the service (<i>Child Safe Standard 7 – 7.4</i>)	R	√			
82. Notifying DE within 24 hours of becoming aware of a notifiable complaint (<i>refer to Definitions</i>) or allegation regarding the safety, health and/or welfare of a child at the service (<i>Child Safe Standard 7 – 7.4</i>)	R	√			

83. Notifying DE within 24 hours of becoming aware of any incident where it is reasonably believed that physical and/or sexual abuse of a child or any allegation that sexual or physical abuse of a child has occurred or is occurring at the service (<i>Child Safe Standard 7 – 7.4</i>)	R	√			
84. [this only applies to any kindergartens delivered by school councils on school premises] Ensuring that management and reporting of incidents is in accordance with the 6 stages of the department's management and reporting incidents (including emergencies) process (<i>Child Safe Standard 7 – 7.4</i>)	R	√	√		√
85. Ensuring reporting requirements under the <i>Occupational Health and Safety (OHS) Act 2004</i> are made to WorkSafe (<i>refer to Sources</i>) as soon as is practicable	R				
86. Identifying who the head of the organisation (<i>refer to Definitions</i>) is for Creative Minds Early Years (<i>refer to Sources</i>) (<i>Child Safe Standard 2 – 2.3</i>)	R				
87. Notifying the nominated head of organisation (<i>refer to Definitions</i>) to the Social Services Regulator and maintaining the currency of the information (<i>Child Safe Standard 2 – 2.3</i>)	R				
88. Ensuring that staff or volunteers that are provided by a labour hire agency or company are also subject to the reportable conduct scheme (<i>Child Safe Standard 7 – 7.4</i>)	R				
89. Notifying the Social Services Regulator within 3 business days of becoming aware of a reportable allegation (<i>refer to Definitions</i>), under the Reportable Conduct Scheme (<i>refer to Definitions</i>) (<i>refer to Attachment 3 and 4</i>) (<i>Child Safe Standard 7 – 7.4</i>)	R				
90. Investigating an allegation (subject to police clearance on criminal matters or matters involving family violence), advising the Social Services Regulator who is undertaking the investigation (<i>Child Safe Standard 7 – 7.4</i>)	R				
91. Managing the risks to children whilst undertaking the investigation (<i>Child Safe Standard 7 – 7.4, 9 – 9.1</i>)	R	√	√		
92. Updating the Social Services Regulator within 30 calendar days with detailed information about the reportable allegation and any action (<i>Child Safe Standard 7 – 7.4</i>)	R				
93. Notifying the Social Services Regulator of the investigation findings and any disciplinary action taken (or the reasons no action was taken) (<i>Child Safe Standard 7 – 7.4</i>)	R				

94. Providing support to staff who disclose harm (<i>Child Safe Standard 8 – 8.3</i>)	R	✓			
95. Being aware that staff may have their own trauma, so provide support like an Employee Assistance Program and inform them ahead of meetings about detailed child safety discussions (<i>Child Safe Standard 8 – 8.3</i>)	✓	✓			
96. Maintaining confidentiality at all times (<i>refer to Privacy and Confidentiality Policy</i>) (<i>Child Safe Standard 2 – 2.6</i>)	R	R	R	✓	R
97. Protecting the rights of children and families, and encouraging their participation in decision-making (<i>Child Safe Standard 4 – 4.1</i>)	R	✓	✓	✓	
Physical Environment					
98. Ensure the learning environment provided considers appropriate child groupings, sufficient space, lighting, ventilation and includes carefully chosen and well-maintained resources and equipment (<i>Regulations 103 to 110</i>)	✓	✓	✓		✓
99. Implement risk assessments of the service environment and equipment to ensure risks to health and safety are minimised (<i>National Law: Sections 167</i>) (<i>refer to Occupational Health and Safety and Injury Trauma and Illness Policy</i>) (<i>Child Safe Standard 9 – 9.1, 9.3</i>)	✓	✓	✓		✓
100. Developing strategies to manage times when staff are alone working with children (<i>Child Safe Standard 9 – 9.1, 9.3</i>)	R	✓			
101. Complying with the legislated ECT/educator-to-child ratios at all times (<i>National Law: Sections 169, Regulations 123</i>) (<i>refer to Supervision of Children Policy</i>)	R	R	✓		✓
102. Ensuring children are always actively supervised (<i>Regulations 122</i>) (<i>refer to Supervision of Children Policy</i>) (<i>Child Safe Standard 9 – 9.1, 9.3</i>)	R	R	✓		✓

PROCEDURES

Refer to **Attachment 3** for the following procedures:

- Making a report/referral to specialised services
- Managing a disclosure
- Responding to incidents, disclosure and suspicions of child abuse
- Reportable Conduct Scheme

Refer to **Attachment 4** or ACECQA- [Child Safety Incident Response Template](#) for the following procedure:

- Documentation for responding to incidents, disclosure and suspicions of child abuse



BACKGROUND AND LEGISLATION



BACKGROUND

A key requirement of the *Education and Care Services National Law* is that the approved provider must ensure every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury, including ensuring adequate supervision at all times, as set out in section 167.

The *Education and Care Services National Law* also introduced the Paramountcy Principle. This requires that the safety, rights and best interests of children are the paramount consideration in the operation of an education and care service and in the delivery of education and care to children.

Legislative amendments to the *Education and Care Services National Regulations* require the mandatory completion of approved child protection training for all persons who work with children. This requirement extends to:

- nominated supervisors
- persons in day to day charge
- staff members
- volunteers, including students

Further amendments mandate nationally consistent child safety training for all staff, volunteers and students, including those who do not work directly with children. This requirement extends to:

- persons with management or control
- nominated supervisors
- persons in day to day charge
- staff members, including those who do not work with children
- volunteers, including students, including those who do not work with children

The approved provider, persons with management control, nominated supervisor, persons in day-to-day charge, educators, staff, contractors, students and volunteers of early childhood services have legal and duty of care obligations to protect children under their supervision and care.

Duty of care obligations (*refer to Definitions*) require the approved provider, person with management or control, nominated supervisor, persons in day-to-day charge, and staff to take reasonable steps to protect children from injury that is reasonably foreseeable.

In addition, organisations have an organisational duty of care (*refer to Definitions*) to take reasonable precautions to prevent the abuse of a child by an individual associated with the organisation while the child is under its care, supervision or authority. The Victorian Reportable Conduct Scheme (*refer to Definitions*) seeks to improve organisations' responses to allegations of child abuse and neglect by their workers and volunteers. The scheme is established by the *Child Wellbeing and Safety Act 2005 (the Act)* and relates to individuals associated with an organisation, including but not limited to committee members, employees, volunteers and contractors.

The Children, Youth and Families Act 2005 provides the legislative basis for the provision of services to vulnerable children, young people and their families, and places children's best interests at the heart of decision-making and service delivery.

In line with the Victorian Government's Roadmap for Reform, Education State reforms and broader child safety initiatives, *Part 6A* of the *Child Wellbeing and Safety Act 2005* was proclaimed in September 2018. The Act established the Child Information Sharing (CIS) Scheme, which enables sharing of confidential information between prescribed information sharing entities (*refer to Definitions*) in a timely and effective manner in order to promote the wellbeing and safety of children. Alongside the CIS Scheme, the *Family Violence*

Protection Act 2008 includes the Family Violence Information Sharing (FVIS) Scheme and the Family Violence Multi-Agency Risk Assessment and Management Framework, which enables information to be shared between prescribed entities to assess and manage family violence risk to children and adults. It will allow professionals working with children to gain a complete view of the children they work with, making it easier to identify wellbeing or safety needs earlier, and to act on them sooner.

Any person who forms a reasonable belief (*refer to Definitions*), that a child is in need of protection may report their concerns to the Child Protection (*refer to Definitions*).

Early childhood teachers are required to be registered with the Victorian Institute of Teaching and are mandatory reporters (*refer to Definitions*). In addition, all educators with post-secondary qualifications in the care, education or minding of children and employed or engaged in an education and care service or a children's service and all proprietors, nominees of a children's service, approved providers, and nominated supervisors of an education and care service are mandatory reporters.

All mandatory reporters must make a report to Victoria Police and/or Child Protection (*refer to Definitions*) as soon as practicable if, during the course of their roles and responsibilities they form a reasonable belief that:

- A child is likely to suffer, or has suffered, significant harm as a result of physical abuse and/or sexual abuse, and
- The child's parents have not protected, or are unlikely protect, the child from harm of that type.

Victorian organisations that provide services to children are required under the *Child Wellbeing and Safety Act 2005* to ensure that they implement compulsory minimum *Child Safe Standards* to protect children from harm. The standards aim to drive continuous improvement in the way services prevent and report child abuse and respond to allegations of child abuse. Standard 2 requires services to have a child safety and wellbeing policy or statement of commitment to child safety and wellbeing.

Three criminal offences in the *Crimes Amendment (Protection of Children) Act 2014* protect children from child abuse:

- Failure to disclose: All adults (not just those working with children) have a legal duty to report information about child sexual abuse to Victoria Police. The offence applies to any adult who forms a reasonable belief that a sexual offence has been committed by an adult against a child under 16 and fails to report that information to the Victoria Police.
- Failure to protect: The offence applies to people within organisations who hold positions of authority within an education and care service, such as the approved provider, person with management or control, the nominated supervisor or the person in day to day charge and who know of the substantial risk that another adult associated with the organisation may commit a sex offence and they have the power or responsibility to remove or reduce the risk but negligently fail to do so.
- Grooming offence: The offence targets predatory conduct by an adult with the intent of committing child sexual abuse. Conduct may include communication, including online communication, with a child under the age of 16 or their parents.

Adopting the National Model Code supports Early Childhood Education and Care services to meet new regulatory requirements for the safe use of electronic devices in education and care services, as set by the Australian Children's Education and Care Quality Authority. The updated requirements strengthen safeguards around the use of digital technologies to promote child safety and protect children's privacy. Services must ensure that only service approved devices are used to take photos, record videos, or create audio recordings of children. The requirements also outline that the use of personal electronic devices by educators, staff, volunteers, and students must be limited, risk assessed, and clearly guided by service policies and procedures where essential use is permitted. Services must implement secure systems for the storage, access, use, and retention of any images, recordings, or digital information relating to children. Following these requirements

supports the protection of children from harm and reduces the risk of misuse or unauthorised distribution of sensitive information. It also promotes transparency and strengthens trust between services and families.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Child Wellbeing and Safety (Information Sharing) Amendment Regulations 2020
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Safe Standards (Vic)
- Crimes Amendment (Protection of Children) Act 2014 (Vic)
- Education and Care Services National Law Act 2010 (Vic): including but not limited to Sections 165, 166, 167
- Education and Care Services National Regulations 2011 (Vic): including but not limited to Regulations 84, 85, 86, 99, 100, 101, 102, 168(2) (h), 145, 146, 149, 150
- Education Training and Reform Act 2006 (Vic) (As amended in 2014)
- Family Law Act 1975 (Cth)
- Family Violence Protection Amendment (Information Sharing) Act 2017
- National Quality Standard, including Quality Area 2: Children's Health and Safety
- Reportable Conduct Scheme administered by the Commission for Children and Young People (Vic)
- Worker Screening Act 2020
- Worker Screen Regulations 2021 (Vic)
- Wrongs Act 1958 (Vic)

The most current amendments to listed legislation can be found at:

Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au

Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS



Abuse: see Child abuse definition below.

Child abuse: (In the context of this policy) refers to an act or omission by an adult that endangers or impairs a child's physical and/or emotional health or development. Child abuse can be a single incident but often takes place over time. Abuse, neglect and maltreatment (*refer to Definitions*) are generic terms used to describe situations in which a child may need protection. Child abuse includes any and all of the following:

Physical abuse: When a child suffers or is likely to suffer significant harm from an injury inflicted by a parent/guardian, caregiver or other adult. The injury may be inflicted intentionally, or be the consequence of physical punishment or the physically aggressive treatment of a child. Physical injury and significant harm to a child can also result from neglect by a parent/guardian, caregiver or other adult. The injury may take the form of bruises, cuts, burns or fractures, poisoning, internal injuries, shaking injuries or strangulation.

Sexual abuse: When a person uses power or authority over a child, or inducements such as money or special attention, to involve the child in sexual activity. It includes a wide range of sexual behaviour from

inappropriate touching/fondling of a child or exposing a child to pornography, to having sex with a child and grooming with the intent of committing child sexual abuse.

Emotional and psychological abuse: When a child's parent or caregiver repeatedly rejects the child or uses threats to frighten the child. This may involve name calling, put downs or continual coldness from the parent or caregiver, to the extent that it significantly damages the child's physical, social, intellectual or emotional development.

Neglect: The failure to provide a child with the basic necessities of life, such as food, clothing, shelter, medical attention or supervision, to the extent that the child's health and development is, or is likely to be, significantly harmed.

Family violence: When children and young people witness or experience the chronic, repeated domination, coercion, intimidation and victimisation of one person by another through physical, sexual and/or emotional means within intimate relationships. Contrary to popular belief, witnessing episodes of violence between people they love can affect young children as much as if they were the victims of the violence. Children who witness regular acts of violence have greater emotional and behavioural problems than other children.

Inappropriate conduct: Conduct that a reasonable person would consider inappropriate in an education and care service, taking into account any of the following circumstances:

- Whether the conduct aligns with generally accepted education and care practice
- The child's age and developmental stage
- Whether the conduct is likely to cause or result in harm (including emotional, psychological or physical harm) or injury to a child or children
- Whether the conduct is sexual, aggressive or violent.

In deciding if the conduct is inappropriate, it does not matter if:

- the child consented (agreed to the conduct, either by directly expressing their consent or implying consent through their actions)
- the person subjecting the child to the conduct believes the child has consented
- the person subjecting the child to the conduct is related to the child.

Subjecting a child to inappropriate conduct can occur in a number of ways including, but not limited to:

- in-person via words or behaviour, including both adult to child or between adults in the presence of a child/ren
- filming and capturing images or recordings
- as a single occasion or as part of a pattern over time
- either directly or indirectly (for example, exposure to inappropriate language or conversations, or leaving inappropriate material accessible to children)
- online
- as an omission (for example, deliberately excluding a child).

Racial, cultural, religious abuse: Conduct that demonstrates contempt, ridicule, hatred or negativity towards a child because of their race, culture or religion. It may be overt, such as direct racial vilification or discrimination, or covert, such as demonstrating a lack of cultural respect (attitude and values) and awareness (knowledge and understanding) or failing to provide positive images about another culture.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Child Information Sharing Scheme (CISS): enables Information Sharing Entities (ISE) (*refer to Definitions*) to share confidential information about any person to promote the wellbeing and/or safety of a child or group of children. The CISS works in conjunction with existing information sharing legislative provisions. All Victorian children from birth to 18 years of age are covered. Unborn children are only captured when there has been a report to Child First or Child Protection. Consent is not required from any person when sharing under CISS. The CISS does not affect reporting obligations created under other legislation, such as mandatory reporting obligations under the *Children, Youth and Families Act 2005*.

Child Safe Standards: Promotes the safety of children, prevent child abuse, and ensure organisations have effective processes in place to respond to and report all allegations of child abuse.

Child sexual exploitation: When a child is manipulated or coerced to participate in a sexual activity in exchange for, or the promise of, an incentive. This can include incentives such as food, accommodation, clothing, drugs, alcohol, cigarette or money. It can also include incentives such as love, affection, or safety. Child sexual exploitation is a distinct form of child sexual abuse because of this notion of exchange or reward.

Child sex offender: Someone who sexually abuses children, and who may or may not have prior convictions.

Child protection: The term used to describe the whole-of-community approach to the prevention of harm to children. It includes strategic action for early intervention, for the protection of those considered most vulnerable and for responses to all forms of abuse.

Child protection notification: A notification to the Child Protection Service by a person who believes that a child is in need of protection.

Child Protection Service (also referred to as Child Protection): The statutory child protection service provided by the Victorian Department of Families, Fairness and Housing to protect children and young people at risk of abuse and neglect. This service also works closely with Family Services (including Child FIRST) to support the assessment and engagement of vulnerable children and families in community-based services.

Code of conduct: A set of rules or practices that establish a standard of behaviour to be followed by individuals and organisations. A code of conduct defines how individuals should behave towards each other and towards other organisations and individuals in the community (*refer to Code of Conduct Policy*).

Contractor: A person or company that undertakes a contract to provide materials or labour to perform a service or do a job. Examples include photographer, tradesperson, people contracted to provide an incursion.

Department of Families, Fairness and Housing (DFFH): The department is responsible for child protection, prevention of family violence, housing, disability, multicultural affairs, LGBTIQ+ equality, veterans, and the offices for Women and Youth.

Disclosure: (In the context of this policy) refers to a process by which a child conveys or attempts to convey that they are being or have been sexually abused, or by which an adult conveys or attempts to convey that they were sexually abused as a child. This may take many forms and might be verbal or non-verbal. Nonverbal disclosures using painting or drawing, gesticulating, or through behavioural changes, are more common among young children and children with cognitive or communication impairments. Children, in particular, may also seek to disclose sexual abuse through emotional or behavioural cues, such as heightened anxiety, withdrawal or aggression.

Failure to Disclose: Failure to disclose is when an adult does not report information they have about child sexual abuse to the police. In Victoria, all adults have a legal obligation to report this information, not doing so is a criminal offence.

Failure to Protect: Failure to protect is when someone in a position of authority (such as a staff member or leader in an organisation) knows that a child is at risk of sexual abuse and has the power to reduce or remove that risk but does not take reasonable action.

Family Violence Information Sharing Scheme (FVISS): enables the sharing of relevant information between authorised organisations to assess or manage risk of family violence.

Grooming: Grooming is when an adult builds a relationship with a child, their family, or community to gain trust for the purpose of sexually abusing the child. It often involves manipulation, secrecy, and gradual boundary-breaking to make the child (and sometimes others) less likely to recognise or report the abuse.

Head of organisation: The heads of organisations under the Reportable Conduct Scheme are required to have systems in place to prevent reportable conduct within their organisation, and systems to enable staff to make reportable allegations. The head of organisation has the powers of the employer. A CEO or Principle Officer is a head of organisation. For stand-alone kindergartens, the head of organisation will usually be the president or another office bearer who consents to the nomination.

Information Sharing Entities (ISE): are authorised to share and request relevant information under the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme (the Schemes) and required to respond to requests from other ISE's. All ISE's are mandated to respond to all requests for information.

Maltreatment: (In the context of this policy) refers to physical and/or emotional mistreatment, and/or lack of care of the child. Examples include sexual abuse, the witnessing of family violence and any non-accidental injury to a child.

Mandatory reporting: The legal obligation of certain professionals and community members to report when they believe, on reasonable grounds, that a child is in need of protection from harm. A broad range of professional groups are identified in the Children, Youth and Families Act 2005 as 'mandatory reporters', including:

- all educators with post-secondary qualifications in the care, education or minding of children and employed or engaged in an education and care service or a children's service
- all proprietors, nominees of a children's service, approved providers, and nominated supervisors of an education and care service.
- educators registered with the Victorian Institute of Teaching (VIT).
- Mandated staff members must make a report to Victoria Police and/or Child Protection as soon as is practicable if, during the course of acting out their professional roles and responsibilities, they form a belief on reasonable grounds (refer to Definitions) that:
 - a child has suffered, or is likely to suffer, significant harm as a result of physical and/or sexual abuse (refer to Definitions) and
 - the child's parents/guardians have not protected, or are unlikely to protect, the child from harm of that type.

Mandatory reporters must also follow processes for responding to incidents, disclosures or suspicions of child abuse to fulfil all their legal obligations (*refer to Attachment 3: Processes for responding to incidents, disclosure and suspicions of child abuse*).

Neglect: see Child abuse definition above.

Negligence: Doing, or failing to do something that a reasonable person would, or would not do in a certain situation, and which causes another person damage, injury or loss as a result

Organisational duty of care: The statutory duty organisations have to take reasonable precautions to prevent sexual and/or physical abuse of a child.

Orange Door: A free service for adults, children and young people who are experiencing or have experienced family violence and families who need extra support with the care of children

Offender: A person who mistreats and/or harms a child or young person.

Perpetrator: A person who mistreats and/or harms a child or young person.

Reasonable belief/reasonable grounds: A person may form a belief on reasonable grounds that a child or young person is in need of protection after becoming aware that the child or young person's safety, health or wellbeing is at risk and the child's parents/guardians are unwilling or unable to protect them. There may be reasonable grounds for forming such a belief if:

- a child or young person states that they have been physically or sexually abused
- a child or young person states that they know someone who has been physically or sexually abused (sometimes the child may be referring to themselves)
- someone who knows the child or young person states that the child or young person has been physically or sexually abused
- a child shows signs of being physically or sexually abused
- the person is aware of persistent family violence or parental substance misuse, psychiatric illness or intellectual disability or other factors that are impacting on the child or young person's safety, stability or development
- the person observes signs or indicators of abuse, including non-accidental or unexplained injury, persistent neglect, poor care or lack of appropriate supervision
- a child's/young person's actions or behaviour may place them at risk of significant harm and the parents/guardians are unwilling or unable to protect the child.

Reportable allegation: any allegation that an employee (including agency/relief staff or contractor provided by a labour hire agency), volunteer or student has committed child abuse (*refer to Definitions*)

Reportable Conduct Scheme: aims to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by their workers (including agency/relief staff or contractor provided by a labour hire agency), and volunteers. There are five types of 'reportable conduct':

- sexual offences committed against, with or in the presence of a child
- sexual misconduct committed against, with or in the presence of a child
- physical violence against, with or in the presence of a child
- any behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

Working with Children (WWC) Check: is a legal requirement under the Worker Screening Act 2020 for those undertaking paid or voluntary child-related work in Victoria.

Working with Children Clearance: A WWC Clearance is granted to a person under working with children legislation if:

- they have been assessed as suitable to work with children
- there has been no information that, if the person worked with children, they would pose a risk to those children
- they are not prohibited from attempting to obtain, undertake or remain in child-related employment.

SOURCES AND RELATED POLICIES

SOURCES

- ACECQA: [National Model Code - Taking images in early childhood education and care](#)
- ACECQA: [Risk Assessment and Management Tool](#)



- ACECQA: NQF Child Safe Culture Guide self-assessment and risk assessment: www.acecqa.gov.au
- AECEQA: [Child Safety Incident Response Template](#)
- ACECQA: [NQF Child Safe Culture Guide](#)
- ACECQA: [NQF Online Saft Guide](#)
- ACECQA - [National early childhood work register](#)
- Australian Human Rights Commission: [National Children's Commissioner](#)
- Australian Human Rights Commission: www.humanrights.gov.au
- Betrayal of Trust Implementation: www.justice.vic.gov.au
- Charter of Human Rights and Responsibilities Act 2006 (Vic): www.legislation.vic.gov.au
- Child Information Sharing Scheme Ministerial Guidelines: www.vic.gov.au/guides-templates-tools-for-information-sharing
- Commission for Children and Young People (CCYP): [Generic learning or training action plan and training materials](#)
- Commission for Children and Young People (CCYP): [Head of organisation](#)
- Commission for Children and Young People (CCYP): [Risk Assessment and Management template](#)
- Commission for Children and Young People (CCYP): [Sample learning or training action plan](#)
- Commission for Children and Young People (CCYP): [Short Guide to the Child Safe Standards](#)
- Commission for Children and Young People (CCYP): www.ccyp.vic.gov.au
- Department of Education: [Child safe practices for digital technologies and personal electronic devices](#)
- Department of Education: [Mandatory national child safety training](#)
- Department of Education: [Mandatory Reporting eLearning Module](#)
- Department of Education: [Early Childhood Workforce Register](#)
- Early Learning Association Australia: [Child Safe Reporting Guide](#)
- SNAICC: [Keeping Our Kids Safe: Cultural Safety and the National Principles for Child Safe Organisations](#):
- Social Services Regulator: [Reportable Conduct Scheme](#)
- Social Services Regulator: [Child Safe Standards](#)
- The United Nations Convention on the Rights of the Child: www.unicef.org
- Victorian Government: [DE Service Agreement Requirements 2024-2028](#)
- Victorian Government: [Early Childhood Guidance on the Child Safe Standards](#)
- Victorian Government: [Family Violence Information Sharing Scheme](#)
- Victorian Institute of Teaching: www.vit.vic.edu.au
- Working with Children (WWC) Check: www.workingwithchildren.vic.gov.au
- WorkSafe Victoria: Guide to Incident Notification: www.worksafe.vic.gov.au

RELATED POLICIES

- Acceptance and Refusal of Authorisations
- Behaviour Support
- Code of Conduct
- Compliments and Complaints
- Delivery and Collection of Children
- eSafety for Children
- Incident, Injury, Trauma and Illness
- Inclusion and Equity
- Safe Use of Digital Devices and Online Environment
- Interactions with Children
- Mental Health and Wellbeing
- Occupational Health and Safety

- Participation of Volunteers and Students
- Privacy and Confidentiality
- Safe Arrival of Children
- Staffing
- Supervision of Children

EVALUATION



In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to identifying and responding to child safety concerns
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).



ATTACHMENTS

- Attachment 1: Guidelines for incorporation of child safety into recruitment and management of staff
 - Attachment 2: Guidelines for incorporation of child safety into recruitment of contractors, volunteers and students
 - Attachment 3: Child Safety Reporting Process
 - Attachment 4: Documenting responses to suspected child abuse: template for all Victorian early childhood services
 - Attachment 5: Public commitment to the cultural safety of Aboriginal children template
 - Attachment 5A: Public commitment to the child safety
 - Attachment 6: Procedure for Addressing Racism
 - Attachment 7: Staff orientation checklist
 - Attachment 8: Probation implementation checklist
 - Attachment 9: Probation review report
 - Attachment 10: Prohibition notice declaration
 - Attachment 11: Compliance history statement for a person in day to day charge (PIDTDC) or a nominated supervisor
 - Attachment 12: Employee Fee Agreement
 - Attachment 13: Interview Process
 - Attachment 14: Interview for employment
 - Attachment 15: Reference check questions
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AUTHORISATION

This policy was adopted by the approved provider of Creative Minds Early Years on 11/9/2026.

REVIEW DATE: 11/9/2027
