

Yarram Early Learning Child Safe Environment Policy

Mandatory – Quality Area 2

PURPOSE

This policy provides a clear set of guidelines and procedures for Yarram Early Learning Services to:

- provide a safe environment for all children which ensures their safety, health and wellbeing
- promote the cultural safety of all children
- identify, reduce and remove risks of child abuse
- intervene when a child may be at risk of abuse or 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 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

Yarram Early Learning Incorporated has a moral and legal responsibility to ensure that all children are safe in their care, and will provide training, resources, information and guidance to support this.

Yarram Early Learning Incorporated is committed to the values of respect, honesty, kindness and resilience.

Yarram Early Learning Services are 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+ children and families feel included
- promoting the culture of child safety and wellbeing within the services
- valuing, respecting and caring for children
- fostering opportunities for each child to participate, express their views and to learn and develop

- always acting in the best interests of each child and having zero tolerance of child abuse
- taking all reasonable steps to ensure the health, safety and wellbeing of children at all times, whilst also promoting their learning and development
- actively managing the risks of abuse or harm 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 improving the way our services identify risks of and responds to child abuse and encourages reporting and improved responses to allegations of abuse.
- 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, Nominated Supervisor, Certified Supervisor, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Yarram Early Learning Incorporated, including during offsite excursions and activities.

BACKGROUND AND LEGISLATION

A key requirement of the *Education and Care Service National Law Act 2010* is to ensure every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury (*National Law: Section 167*). The approved provider must also ensure that each Nominated Supervisor and each person in day-to-day charge of the service has successfully completed the child protection training required by the Department of Education (*National Law: Section 162A*).

Under the *Education and Care Services National Regulations 2011*, the approved provider of an education and care service must ensure that the nominated supervisors and staff members at the service who work with children are advised of:

- the existence and application of the current child protection law
- any obligations that they may have under that law (Regulation 84).
- Under the *National Quality Standards*, management, educators and staff are required to be aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect (*element 2.2.3*). At all times, reasonable precautions and adequate supervision must be provided to ensure children are protected from harm and hazard (*element 2.2.1*).
- Approved providers operating under the *Children's Services Act 1996* must ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and from any hazard likely to cause injury (*section 107*).
- 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 must report their concerns to the Child Protection Service (*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.

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

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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.

- **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 FIRST:** A Victorian community-based intake and referral service linked with Family Services. Child FIRST ensures that vulnerable children, young people and their families are effectively linked to relevant services, including Child Protection.
- **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 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 statement that a child or young person makes to another person that describes or reveals abuse.
- **Family Violence Information Sharing Scheme (FVISS):** enables the sharing of relevant information between authorised organisations to assess or manage risk of family violence.
- **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, 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 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

- *Charter of Human Rights and Responsibilities Act 2006* (Vic), as amended 2020
- www.austlii.edu.au/au/legis/vic/consol_act/cohrara2006433/
- Childsafety Australia: www.childsafetyaustralia.com.au/
- *Choose With Care: Building child safe organisations* – an information and training program: www.childwise.net
- Department of Education and Early Childhood Development (DEECD): www.education.vic.gov.au/ecsmanagement/educareservices/csprotocols.htm
Victorian Health and Human Services <https://services.dhhs.vic.gov.au/>
- Commission for children and young people (child safe standards and reportable conduct scheme): <https://ccyp.vic.gov.au/>
- *Protecting the safety and wellbeing of children and young people* – A joint protocol of the Department of Family, Fairness and Housing Child Protection, Department of Education and Early Childhood Development, Licensed Children's Services and Victorian Schools: <https://www.education.vic.gov.au/school/principals/spag/safety/Documents/Protectionofchildren.PDF>
- *Safeguarding Children* accreditation program, Australian Childhood Foundation: <https://www.childhood.org.au/our-safeguarding-children-program/>
- Service Agreement Information Kit for Funded Organisations: <https://fac.dffh.vic.gov.au/sites/default/files/2019-05/Service-Agreement-Information-Kit-May2019.docx>
- The United Nations Convention on the Rights of the Child: <https://www.unicef.org.au/united-nations-convention-on-the-rights-of-the-child>
- Working with children check: <https://www.workingwithchildren.vic.gov.au/>
- Victoria State Government child protection in early childhood: online learning <https://www.education.vic.gov.au/childhood/professionals/health/childprotection/Pages/eonlinelearning.aspx>

Service policies

- *Administration of First Aid Policy*
- *Administration of Medication Policy*
- *Anaphylaxis Policy*
- *Asthma Policy*
- *Code of Conduct Policy*
- *Complaints and Grievances Policy*
- *Dealing with Infectious Diseases Policy*
- *Dealing with Medical Conditions Policy*
- *Diabetes Policy*

- *Emergency and Evacuation Policy*
- *Enrolment and Orientation Policy*
- *Epilepsy Policy*
- *Excursions and Incursion Policy*
- *Hygiene Policy*
- *Incident, Injury, Trauma and Illness Policy*
- *Inclusion and Equity Policy*
- *Interactions with Children Policy*
- *Nutrition and Active Play Policy*
- *Participation of Volunteers and Students Policy*
- *Privacy and Confidentiality Policy*
- *Staffing Policy*
- *Sun Protection Policy*
- *Supervision of Children Policy*
- *Water Safety Policy*

Responsibilities of different stakeholders

The Approved Provider is responsible for:

In relation to child protection matters:

- Ensuring the learning environment provided considers appropriate child groupings, sufficient space, and includes carefully chosen and well-maintained resources and equipment (*Regulations 103*) (refer to *Injury Trauma and Illness Policy*)
- Ensuring public commitment to the cultural safety of Aboriginal children is available and displayed for public access (refer to *Attachment 5*)
- Supporting and encouraging a child's ability to express their culture and enjoy their cultural rights
- Understanding children's diverse circumstances, and providing support and responding to those who are vulnerable
- Ensuring children are actively always supervised (*Regulations 122*) (refer to *Supervision of Children Policy*)
- Ensuring all staff, contractors, volunteers and students do not consume or are under the influence of alcohol or be affected by drugs (*Regulations 82, 83*) (refer to *Tobacco, Alcohol and other Drugs Policy*)
- Ensuring there is a child safe champion/s who can lead discussions, answer questions and support child safety and wellbeing
- Conducting recruitment and induction processes for staff in line with this policy (refer to *Attachment 1*)
- Validating Working with Children Clearance (refer to *Definitions*) or Victorian Institute of Teaching Registration before staff, contractors, volunteers and students commence working with children (refer to *Staffing Policy*)
- Communicating to staff about their obligations under the Information Sharing Schemes (refer to *Definitions*), and ensure they have read and understood the *Privacy and Confidentiality Policy*

- Promoting awareness and compliance with the Child Safe Standards (*refer to Definitions*) when disclosing information to promote the wellbeing and safety of a child or group of children
- Ensuring information sharing procedures abide by the *CISS Ministerial Guidelines (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 Privacy and Confidentiality Policy*).
- Maintaining co-operative relationships with appropriate services and/or professionals (including Child FIRST/Orange Door) (*refer to Definitions*) in the best interests of children and their families
- Notifying DE within 24 hours of a serious incident (*refer to Definitions*) occurring at the service
- Notifying DE within 24 hours of becoming aware of a notifiable complaint (*refer to Definitions*) or allegation regarding the safety, health and/or welfare of a child at the service
- 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 Privacy and Confidentiality Policy*)
- Providing support to staff who disclose harm
- 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 (*refer to eSafety for Children Policy*)
- Reviewing this policy in consultation with stakeholders
- Ensuring that the Nominated Supervisor and staff members at the service who work with children are advised of current child protection legislation, its application, and any obligations that they may have under that law (Regulation 84)
- Identifying the potential for and signs of child abuse at Yarram Early Learning Incorporated, and developing and implementing effective prevention strategies in consultation with the Nominated Supervisor and educators/staff (*refer to Attachment 1 – Child protection risk assessment and Attachment 4 – Child safety review checklist*)
- Ensuring recruitment and induction processes for educators, staff and contractors are in line with this policy (*refer to Attachment 5 – Guidelines for the recruitment of staff and volunteers*)
- Screening all educators, staff, contractors, volunteers and students, including undertaking criminal history checks (if required), Working with Children Checks (except for individuals under the age of 18, registered teachers or police officers), reference checks and interviews (*refer to Staffing Policy*)
- Ensuring that volunteers/students, parents/guardians and other visitors to the service are not left with sole supervision of individual children or groups of children
- Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- Ensuring clear procedures are in place for reporting suspected child abuse and management of complaints (*refer to Attachment 3 and the Complaints and Grievances Policy*)
- Ensuring educators, staff, contractors, volunteers and students undertake appropriate training and education on child protection, including the annual

requirement of the eLearning module provided by the Victoria State Government that covers recognising the signs and symptoms of child abuse (refer to *Definitions*), knowing how to respond, and understanding processes for reporting and managing concerns/incidents (refer to Attachment 3 – Incident/concern management and reporting guidelines)

- Offering support to the child and their family, and to educators and staff in response to concerns or reports relating to the health, safety and wellbeing of the child
- Developing co-operative relationships with appropriate services and/or professionals (including Child FIRST) in the best interests of children and their families
- Identifying and implementing appropriate programs and practices to support the principles of a child safe organisation, in consultation with the Nominated Supervisor and educators/staff at the service (refer to Attachment 2 – Child safe organisations and the *Safeguarding Children* accreditation program (refer to *Sources*))
- Notifying DE in writing, within 24 hours of becoming aware of a notifiable complaint (refer to *Definitions*) or allegation regarding the health, safety and/or welfare of a child at Yarram Early Learning Incorporated maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).
 - Ensuring systems are in place that cover all aspects of child protection training each year (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.

In relation to providing a child safe environment at the service:

- Ensuring children are adequately supervised and that educator-to-child ratios are maintained at all times (refer to *Supervision of Children Policy* and *Interactions with Children Policy*)
- Ensuring parents/guardians have completed the enrolment form including details of authorised nominees, and permission forms for excursions and administration of medication (refer to *Delivery and Collection of Children Policy*, *Excursions and Incursion Policy*, *Administration of Medication Policy* and *Dealing with Medical Conditions Policy*)
- Ensuring the physical environment at the service is safe, secure and free from hazards for children (refer to the *Service policies* section of this policy)
- Conducting risk assessments for excursions and considering children's safety when leaving the service premises
- Ensuring all equipment and materials used at the service meet relevant safety standards (refer to *Service policies* section of this policy)
- Ensuring the service is up to date with current legislation on child restraints in vehicles if transporting children (refer to *Occupational Health and Safety Policy*)

- Implementing and practising emergency and evacuation procedures (refer to *Emergency and Evacuation Policy*)
- Ensuring there are appropriate procedures in place for the safe delivery and collection of children (refer to *Delivery and Collection of Children Policy*)
- Ensuring that the Nominated Supervisor, educators and all staff at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
- Implementing and reviewing this policy in consultation with the Nominated Supervisor, educators, staff, contractors and parents/guardians
- Identifying and providing appropriate resources and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy (refer to *Sources*)
- Protecting the rights of children and families, and encouraging their participation in decision-making
- Ensuring the Nominated Supervisor, educators, staff, contractors, volunteers and students are kept informed of any relevant changes in legislation and practices in relation to this policy.
- All policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.
- Strategies are embedded within YELC 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.
- Measures are adopted by YELC to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.

The Nominated Supervisor is responsible for:

In relation to child protection matters:

- Ensuring the learning environment provided considers appropriate child groupings, sufficient space, and includes carefully chosen and well-maintained resources and equipment (*Regulations 103*) (refer to *Injury Trauma and Illness Policy*)
- Ensuring that they are aware of current child protection legislation, its application and any obligations that they may have under that law
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy
- Arranging appropriate training and education on child protection, including the annual requirement of the eLearning module provided by the Victoria State Government that covers recognising the signs and symptoms of child abuse (refer to *Definitions*), knowing how to respond, and understanding processes for reporting and managing concerns/incidents (refer to Attachment 3 – Incident/concern management and reporting guidelines)
- Identifying the potential for child abuse at Yarram Early Learning Incorporated, and developing and implementing effective prevention strategies in consultation with the certified supervisor, nominated supervisor and educators/staff (refer to

attachment 1 – child protection risk assessment and attachment 4 – child safety review checklist)

- Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- Identifying and implementing appropriate programs and practices to support the principles of a child safe organisation in consultation with the approved provider and educators at the service (refer to attachment 2 – child safe organisations and the *safeguarding children* accreditation program (refer to *sources*))
- Co-operating with other services and/or professionals in the best interests of children and their families
- Ensuring that families are made aware of support services available to them (such as Child FIRST), and of the assistance these services can provide
- Ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service
- Implementing the procedures for reporting suspected child abuse and management of complaints (refer to Attachment 3 and the *Complaints and Grievances Policy*)
- Notifying the Approved Provider immediately on becoming aware of a concern, complaint or allegation regarding the health, safety and welfare of a child
- Offering support to the child and their family, and to educators and staff in response to concerns or reports relating to the health, safety and wellbeing of a child
- Implementing and reviewing this policy in consultation with the Certified Supervisor, Nominated Supervisor, educators, staff, contractors and parents/guardians
- Maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).
- Strategies are embedded within YELC 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.
- Measures are adopted by YELC to ensure racism within the organisation is identified, confronted and not tolerated. Any instances of racism are addressed with appropriate consequences.
- YELC actively supports and facilitates participation and inclusion within it by Aboriginal children, young people and their families.
- All policies, procedures, systems and processes together create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.
- Staff and volunteers receive training and information on how to build culturally safe environments for children and young people.

In relation to providing a child safe environment at the service:

- Ensuring that all educators and staff who work with children are aware of this policy, and are supported to implement it in the service
- Protecting the rights of children and families, and encouraging their participation in decision-making at the service

- Ensuring that all children are adequately supervised at all times (refer to *supervision of children policy* and *interactions with children policy*)
- Ensuring learning environments are established that provide sufficient space, and include carefully chosen and well-maintained resources and equipment that will help enhance the quality of children's learning and experiences
- Organising/facilitating regular safety audits of the following:
 - Emergency equipment
 - Playgrounds and fixed equipment in outdoor environments
 - Cleaning services
 - Horticultural maintenance
 - Pest control
- Ensuring that all cupboards/rooms are labelled accordingly, including those that contain chemicals and first aid kits, and that child-proof locks are installed on doors and cupboards where contents may be harmful
- Ensuring that all contractors/visitors sign into the visitor's log book
- Ensuring the physical environment at the service is safe, secure and free from hazards for children (refer to the *service policies* section of this policy)
- Conducting risk assessments for excursions and considering children's safety when leaving the service premises
- Ensuring all equipment and materials used at the service meet relevant safety standards (refer to the *service policies* section of this policy)
- Ensuring the service is up to date with current legislation on child restraints in vehicles if transporting children (refer to *occupational health and safety policy*)
- Implementing and practising emergency and evacuation procedures (refer to *emergency and evacuation policy*)
- Ensuring there are appropriate procedures in place for the safe delivery and collection of children (refer to *delivery and collection of children policy*)
- Ensuring that all educators and staff at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
- Implementing and reviewing this policy in consultation with the Certified Supervisor, Nominated Supervisor, educators, staff, contractors and parents/guardians
- Identifying and providing appropriate resources and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy (refer to *Sources*)
- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.

Certified Supervisors and other educators/staff are responsible for:

In relation to child protection matters:

- Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy
- Undertaking appropriate training and education on child protection, including the annual requirement of the eLearning module provided by the Victoria State Government that covers recognising the signs and symptoms of child abuse (refer to *Definitions*), knowing how to respond, and understanding processes for reporting

and managing concerns/incidents (refer to Attachment 3 – Incident/concern management and reporting guidelines)

- Identifying the potential for child abuse at Yarram Early Learning Incorporated and developing and implementing effective prevention strategies in consultation with the certified supervisor, nominated supervisor (refer to attachment 1 – child protection risk assessment and attachment 4 – child safety review checklist)
- Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- Identifying and implementing appropriate programs and practices to support the principles of a child safe organisation in consultation with the certified supervisor, nominated supervisor at the service (refer to attachment 2 – child safe organisations and the *safeguarding children* accreditation program (refer to sources))
- Co-operating with other services and/or professionals (including Child FIRST) in the best interests of children and their families
- Informing families of support services available to them (such as Child FIRST), and of the assistance these services can provide
- Ensuring that no child is left alone (or is out of sight) with a contractor, visitor, volunteer, student or parent/guardian at the service
- Implementing the procedures for reporting suspected child abuse and management of complaints (refer to attachment 3 and the *complaints and grievances policy*)
- Notifying the certified supervisor, nominated supervisor immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child at Yarram Early Learning Incorporated
- Offering support to the child and their family, and to other educators and staff in response to concerns or reports relating to the health, safety and wellbeing of a child
- Maintaining confidentiality at all times (refer to privacy and confidentiality policy)
- Reviewing this policy in consultation with the certified supervisor, nominated supervisor, educators, staff, contractors and parents/guardians.
- A child's ability to express their culture and enjoy their cultural rights is encouraged and actively supported.
- Children and young people are informed about all of their rights, including to safety, information and participation.
- The importance of friendships is recognised and support from peers is encouraged, to help children and young people feel safe and be less isolated.
- Where relevant to the setting or context, children and young people are offered access to sexual abuse prevention programs and to relevant related information in an age appropriate way.
- Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children and young people to express their views, participate in decision-making and raise their concerns.
- YELC have strategies in place to develop a culture that facilitates participation and is responsive to the input of children and young people.

- YELC provide opportunities for children and young people to participate and are responsive to their contributions, thereby strengthening confidence and engagement.
- YELC, including staff and volunteers, understands children and young people's diverse circumstances, and provides support and responds to those who are vulnerable.
- Children and young people have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
- YELC pays particular attention to the needs of children and young people with disability, children and young people from culturally and linguistically diverse backgrounds, those who are unable to live at home, and lesbian, gay, bisexual, transgender and intersex children and young people.
- YELC pays particular attention to the needs of Aboriginal children and young people and provides/promotes a culturally safe environment for them.

In relation to providing a child safe environment at the service:

- Maintaining learning environments that provide sufficient space, and include carefully chosen and well-maintained resources and equipment to ensure a safe environment
- Maintaining a regular cleaning schedule for all equipment to avoid cross-infection
- Maintaining a clean environment daily, and removing tripping/slipping hazards as soon as these become apparent
- Conducting a daily check of the building, ensuring all children are signed out of the service, doors and windows are closed and locked, and appliances are switched off etc. A written record of the daily check should be kept, signed by an educator and filed for future reference
- Actively supervising children at all times (refer to *supervision of children policy* and *interactions with children policy*)
- Educating and empowering children to talk about events and situations that make them feel uncomfortable
- Ensuring children are adequately supervised at all times (refer to *supervision of children policy* and *interactions with children policy*)
- Ensuring the physical environment at the service is safe, secure and free from hazards for children (refer to the *service policies* section of this policy)
- Conducting risk assessments for excursions and considering children's safety when leaving the service premises
- Ensuring all equipment and materials used at the service meet relevant safety standards (refer to the *service policies* section of this policy)
- Implementing and practising emergency and evacuation procedures (refer to *emergency and evacuation policy*)
- Ensuring a smoke free environment where smoking of cigarettes or any other substance is not permitted within the grounds of the children's service by staff, parents or visitors.
- Ensuring there are appropriate procedures in place for the safe delivery and collection of children (refer to *delivery and collection of children policy*)

- Ensuring that children at the service are not subjected to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
- Implementing and reviewing this policy in consultation with the nominated supervisor, educators, staff, contractors and parents/guardians
- Identifying and providing appropriate resources and training to assist educators, staff, contractors, visitors, volunteers and students to implement this policy (refer to sources)
- Protecting the rights of children and families, and encouraging their participation in decision-making
- Keeping up to date and complying with any changes in legislation and practices in relation to this policy.

Parents/guardians are responsible for:

- Reading and complying with this policy
- Reporting any concerns, including in relation to potential for child abuse, to the nominated supervisor
- Ensuring a smoke free environment where smoking of cigarettes or any other substance is not permitted within the grounds of the children's service by staff, parents or visitors.
- Abiding by the service's code of conduct.
- Volunteers and students, while at the service, are responsible for following this policy and its procedures.

Procedures

Section 1:

If an educator feels concern for a child's safety or wellbeing and they should immediately discuss their concerns with the Certified Supervisor, Nominated Supervisor in private.

The educator and coordinator should use the *Reporting Concerns about Children or Young People Fact Sheet (Appendix 3)* to help guide their decision-making process.

The worker and the Certified Supervisor, Nominated Supervisor should ensure that all discussions are recorded accurately.

If the Certified Supervisor, Nominated Supervisor feels that the situation needs to be reported, is still unsure if the situation needs to be reported or there is a disagreement between the worker and the nominated supervisor regarding the course of action, they should seek the advice of the **Department of Family, Fairness and Housing Child Protection Intake team or Child Protection After Hours on 13 12 78.**

The Child Protection Intake worker will discuss the situation and offer advice on whether a report to Child Protection or a referral to Child FIRST is required.

The Certified Supervisor, Nominated Supervisor must notify the approved provider of the course of action taken. The Certified Supervisor, Nominated Supervisor may also seek support or debriefing for the educator person/self from the committee.

At no time is the educator from Yarram Early Learning Incorporated to take responsibility for dealing with, investigating or communicating concerns with the family unless advised to do so by Child Protection.

Section 2:

If the concern raised by the educator is in relation to the treatment of a child by another educator, the Certified Supervisor, Nominated Supervisor must immediately contact the Approved provider and discuss the situation.

The Certified Supervisor, Nominated Supervisor and the Approved provider will then make a decision regarding an appropriate course of action. This course of action may include a formal investigation, reporting the matter to the police for investigation, dismissal, standing down of the educator whilst an investigation is conducted or other action determined to be appropriate at the time.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Certified Supervisor, Nominated Supervisor 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
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures (Regulation 172(2)).

ATTACHMENTS

- Attachment 1: Child Safe Standards
- Attachment 2: Child protection risk assessment
- Attachment 3: Child safe organisations
- Attachment 4: Incident/concern management and reporting guidelines
- Attachment 5: Child safety review checklist
- Attachment 6: Guidelines for the recruitment of staff and volunteers
- Attachment 7: Commitment to the cultural safety of aboriginal children statement template
- Attachment 8: Documenting response to suspected Child Abuse template for all Victorian Early Childhood Services

AUTHORISATION

REVIEWED BY COMMITTEE - November 2023

TO BE REVIEWED - 2025

ATTACHMENT 1 – CHILD SAFE STANDARDS

The 11 Child Safe Standards as articulated by the Commissioner for Children and Young People are listed below. <https://ccyp.vic.gov.au/child-safe-standards/the-11-child-safe-standards/>

Yarram Early Learning provides information to all staff and families about the details of the Standards and all members of the Yarram Early Learning centre comply with the Standards and all Educators implement all aspects of the 11 Standards.

Standard 1

Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.

Standard 2

Child safety and wellbeing is embedded in organisational leadership, governance and culture.

Standard 3

Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.

Standard 4

Families and communities are informed and involved in promoting child safety and wellbeing.

Standard 5

Equity is upheld and diverse needs respected in policy and practice.

Standard 6

People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.

Standard 7

Processes for complaints and concerns are child-focused.

Standard 8

Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.

Standard 9

Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.

Standard 10

Implementation of the Child Safe Standards is regularly reviewed and improved.

Standard 11

Policies and procedures document how the organisation is safe for children and young people.

Attachment 2 - CHILD PROTECTION RISK ASSESSMENT

A child protection risk assessment process helps in the identification of the potential for child abuse in the service and enables appropriate strategies to be developed to minimise risk.

It is important to create awareness among employees, contractors, visitors and volunteers of possible risks to children from abuse, and how to implement a range of strategies to protect children from these risks.

| Risk factors | Level of risk to children | Strategies to reduce risk | Evaluation |
|---|---------------------------|---------------------------|--|
| e.g. Appointment of a sex offender | High | Recruitment processes | Recruitment processes have been developed that include running all relevant criminal history and working with children related checks. |
| Opportunities for a child to be isolated within the program/premises | | | |
| Opportunities for a child to be taken away from the program/premises | | | |
| Close physical contact with an adult other than an educator | | | |
| Physical environment | | | |
| High staff turnover | | | |
| Limited staff turnover (with little outside scrutiny of the program) | | | |
| Unauthorised access by other people to the service (such as strangers or non-custodial parents) | | | |
| Staff not recognising signs of abusive behaviour | | | |
| Staff not raising concerns/suspicions of abuse | | | |
| Low levels of awareness of child protection issues | | | |
| Low levels of commitment to preventing abuse by management/staff | | | |
| Lack of appropriate incident management procedures | | | |
| Access to multimedia and information technology | | | |

Attachment 3

Child safe organisations

This table provides some examples of practices that may be implemented to support the principles of a child safe organisation.

| Child safe principle | Practices |
|--|---|
| The organisation welcomes children, their parents/guardians and families | <ul style="list-style-type: none"> • Educators, staff, volunteers and students readily interact with children in an age-appropriate and respectful way • Children are treated as individuals: educators and volunteers strive to understand each child's particular interests and needs • Educators, staff, students and volunteers listen to children and encourage their participation |
| The organisation recognises that children are vulnerable | <ul style="list-style-type: none"> • Educators, staff, students and volunteers accept it is their role to protect children involved with their organisation • Educators, staff, students and volunteers accept there is a difference in power between a child and an adult • The service maintains appropriate educator-to-child ratios • Policies are in place to minimise risk involved in one-to-one situations between a child and an adult • Equipment and activities are appropriate for the ability and age of the children • Children are supported and comforted in an appropriate way, consistent with the child's wishes • Information about children is treated confidentially |
| The organisation recognises and responds to children with additional needs, including disabilities | <ul style="list-style-type: none"> • The service is accessible to all children • Educators, staff, students and volunteers relate to all children in a respectful and developmentally-appropriate manner • Policies are in place to guide the physical and psychological care requirements of all children |
| The organisation actively encourages the participation of Aboriginal children | <ul style="list-style-type: none"> • Educators, staff, students, volunteers and other children acknowledge and show respect for Aboriginal culture • Policies acknowledge that an Aboriginal child's cultural identity is fundamental to their overall wellbeing |
| The organisation recognises, and responds to, the particular needs of children from diverse cultural, linguistic and religious backgrounds | <ul style="list-style-type: none"> • Cultural diversity is welcomed and celebrated • Activities offered are representative of the cultural and religious mix of the local community |

| Child safe principle | Practices |
|---|---|
| | <ul style="list-style-type: none"> • Educators, staff, students, volunteers and other children acknowledge and show respect for diversity |
| <p>The organisation encourages children to participate in decision-making</p> | <ul style="list-style-type: none"> • Children are asked their views, and these views are respected and taken into consideration in decision-making • Children are involved in discussing appropriate behaviour |
| <p>The organisation carefully recruits and manages its employees, contractors and volunteers</p> | <ul style="list-style-type: none"> • The service has policies on staff and volunteer recruitment and management, covering: <ul style="list-style-type: none"> – recruitment processes, including skills and qualifications required – background-checking and screening processes for all employees, contractors and volunteers – Working with Children Checks and police checks • The service has a <i>Code of Conduct</i> that outlines acceptable behaviour by educators, staff, students, volunteers and contractors • There is a clear and accessible complaints procedure for use by children, parents/guardians and employees • Parents/guardians can access the service policies on request |
| <p>The organisation ensures that its commitment to child safety is clear and shared by all</p> | <ul style="list-style-type: none"> • A child protection policy (such as this <i>Child Safe Environment Policy</i>) is in place and accessible • Educators, staff, students, volunteers, contractors and parents/guardians are aware of the service's child protection policy |
| <p>The organisation ensures employees, contractors and volunteers are informed about child safety and receive training, where appropriate</p> | <ul style="list-style-type: none"> • The service has a clear staff development policy that includes areas of child development, child protection, risk management and safety |

Attachment 4

Incident/concern management and reporting guidelines

Individuals working with children or young people have a duty of care to support and protect them. Where there is a belief, on reasonable grounds, that a child/young person has been harmed or is at risk of harm, adults in contact with or working with that child/young person are ethically bound to act to maintain their safety and wellbeing. For some professionals, there is also a legal obligation to report the concern to the appropriate authorities.

Acting on a belief that child abuse has occurred, or is occurring, can be the first important step in stopping the abuse and protecting the child from further harm.

It is a Child Protection worker's role to investigate and prove significant harm, so other professionals need only provide reasonable grounds for their belief.

General guidelines

- The best interests of the child should always be the primary consideration, with due regard to confidentiality and fairness to the person against who the allegation is made.
- Children should be encouraged to approach any person in the service to express concerns about their treatment and should be made to feel confident that they will be taken seriously.
- Employees and volunteers must be clear about who they are expected/permitted to approach when expressing concerns.
- Any investigation undertaken by the service must ensure procedural fairness and natural justice for a person suspected of abusing a child.
- Records must be kept about any child safety concern or complaints and stored in accordance with the service's *Privacy and Confidentiality Policy*. These records must contain information about the action taken, including any internal investigation and any reports made to statutory authorities or professional bodies.
- Everyone at the service must be made aware of the need to report serious matters involving child protection to external authorities.
- Privacy must be maintained, and information must only be disclosed on a need-to-know basis.
- Instances of physical and sexual abuse of children are crimes and must be reported to the police. If a child discloses any such abuse, the service must listen, respond and report to both the police and child protection authorities.
- A report to the appropriate authorities can be made even if educators/staff and others working with children at the service do not have all the necessary information.
- Permission is not required from parents/guardians of a child where abuse is suspected, and parents/guardians do not need to be notified that a report has been made.

Forming a professional judgement

Forming an objective and professional judgement can be based on:

- Warning signs (or indicators) of harm or potential harm, that have been observed or inferred
- Knowledge of child development
- Knowledge of cultural backgrounds
- Knowledge of any difficulties experienced, or support currently being received by a family
- Consultation with colleagues and other professionals
- Professional obligations and duty of care responsibilities
- Established service protocols
- Individual service procedures
- Legal requirements, such as mandatory reporting.

Gathering information

| Action | Details |
|--|---|
| Make notes | Record your observations, and date and sign the entries |
| Continue to observe | Record your observations, and date and sign the entries |
| Consult colleagues | Access support and advice from your colleagues, compare notes and brainstorm possible strategies to address areas of concern |
| Develop action plans based on service procedures | Understand and consult the policies and procedures of [Service Name] when determining what action to take |
| Talk to other agencies about helping the family | Collaborate with or engage community health services, local government services, Child FIRST, regional Department of Human Services/Child Protection officers and disability services. You may wish to instigate a case meeting |
| Talk to the child | Do this with respect for the child or young person's need for privacy and confidentiality |
| Talk to the parents/guardians | Only do this when it will not jeopardise the safety of the child or young person |

Signs or indicators of harm

- Physical signs of abuse or neglect may include, but are not limited to, bruises, burns, sprains, bites, cuts, fractures, frequent hunger, malnutrition, poor hygiene and inappropriate clothing.
- Behavioural signs of abuse (physical, sexual and emotional) or neglect may include, but are not limited to, wariness or distrust of adults, fear of parents/guardians and of going home, fear when other children cry/shout, excessive friendliness to strangers, being very passive and/or compliant, having/claiming to have headaches and/or stomach pains, displaying sexual behaviour that is unusual for the child's age, frequent rocking, sucking and biting,

having difficulty sleeping, being withdrawn, aggressive and/or demanding, being highly anxious, having delayed speech, acting like a much younger child, and often being tired and falling asleep.

- Disclosures by the child concerned, or by other parties.

Reporting

- There are two types of notifications to be made in relation to significant concerns for the safety or wellbeing of a child: a referral to Child FIRST (Family Services) or a report to Child Protection.
- To report concerns that are life threatening, ring Victoria Police on 000.
- To report concerns about the immediate safety of a child within their family unit, call the nearest DFFH office in your region during business hours. To report concerns after hours or on weekends, call the Child Protection Crisis Line on **13 12 78** (24 hours, 7 days a week and toll free within Victoria). Note: this is an emergency service for weekends and after hours only, and cases reported to the Child Protection Crisis Line will be referred to the relevant DFFH office on the following working day.
- Provide the following information:
 - The child's name, age and address
 - The reason for believing that the injury or behaviour is the result of abuse or neglect
 - The reason why the call is being made at this point in time
 - An assessment of immediate danger to the child/ren (the person making the report may be questioned regarding knowledge of the current location of the alleged abuser/s)
 - A description of the injury or behaviour observed
 - The current location of the child
 - Knowledge of other services that support or are involved with the family
 - Any other information about the family
 - Any specific details that will help the child, such as cultural background, need for an interpreter or disability support requirements.
- A notification should still be made, even if the notifier does not have all the necessary information.

Making a report to Child FIRST

A report to **Child FIRST** should be considered if, after taking into account the available information, the staff member forms a view that raising their concerns will have a low-to-moderate impact on the child, and that the immediate safety of the child will not be compromised. This may include circumstances when there are:

- Significant parenting problems that may be affecting the child's development
- Family conflict, including family breakdown
- Families under pressure, due to a family member's physical or mental illness, substance misuse, disability or bereavement
- Young, isolated and/or unsupported families
- Families experiencing significant social or economic disadvantage that may adversely impact on a child's care or development.

Child FIRST provides a consolidated intake service to Family Services within sub-regional catchments. Child FIRST ensures that vulnerable children, young people and their families are linked effectively into relevant services, and this may be the best way to connect children, young people and their families with the services they need.

Making a report to Child Protection

A report to **Child Protection** should be considered if, after taking into account all of the available information, the staff member forms a view that the child is in need of protection because:

- The harm or risk of harm has a serious impact on the child's immediate safety, stability and/or development
- The harm or risk of harm is persistent and entrenched, and is likely to have a serious impact on the child's safety, stability and/or development
- The child's parents/guardians are unwilling or unable to protect the child or young person from harm.

Upon receipt of a credible report, Child Protection will seek further information, often from professionals who may already be involved with the child or family, to determine whether further action is required. In determining what steps to take, Child Protection will also consider any concerns previously reported with regard to the child or young person. In most circumstances, Child Protection will inform the notifier of the outcome of investigations.

In considering a duty of care to report concerns of child abuse and/or neglect, it is important to remember that:

- It is not necessary to prove that abuse has taken place, only to provide reasonable grounds for the belief
- Permission from parents/guardians or caregivers is not required to make a notification, nor do they need to be informed that a notification is being or has been made
- If a notification is made in good faith, the notifier cannot be held legally liable for any consequences, regardless of the outcome of the notification
- The identity of the notifier will remain confidential unless the notifier chooses to inform the child and/or family, or if the notifier consents in writing to the disclosure of their identity, or if the court decides that this information must be disclosed
- The notifier may have an ongoing role, including:
 - Acting as a support person in interviews with the child or young person
 - Attending a case conference
 - Participating in case-planning meetings
 - Continuing to monitor the child's behaviour and their interactions with others
 - Observing/monitoring the conditions of a protective court order that may relate to access or contact with a parent/guardian
 - Liaising with other professionals and child protection officers in relation to a child or young person's wellbeing
 - Providing written reports for case-planning meetings or court proceedings in relation to the child's wellbeing or progress.

Attachment 5

Child safety review checklist

This checklist will assist organisations to identify risks and issues in relation to the protection of children, and the requirements for appropriate amendments to be made to a service's policy and practices, or training and support for staff.

| | Child safe standard question | Yes, describe how | No or only partly, describe what needs to be done | Person responsible for any action required | Timeline and review date |
|--|--|--------------------------|--|---|---------------------------------|
| Clear and public commitment | Is there a child protection policy (such as this <i>Child question</i> | | | | |
| | | describe how | partly, describe what needs to be done | responsible for any action required | and review date |
| | | | | | |
| | | | | | |
| Clear and public commitment to child safety | Is there a child protection policy (such as this <i>Child Safe Environment Policy</i>) for the service? | | | | |
| | <i>Policy</i>) for the service? | | | | |
| | Have employees, contractors and volunteers read and understood the policy? | | | | |
| | Are parents/guardians made aware of this policy on enrolment of their child at the service? | | | | |
| Children's | Are children | | | | |
| Children's rights to safety and participation | Are children welcomed, consulted and respected at the service? | | | | |
| and participation | and respected at the service? | | | | |

| | | | | | |
|---|--|--------------------------|--|---|---------------------------------|
| | Are the indoor and outdoor environments physically safe? | | | | |
| | Is a safety assessment conducted for all activities? | | | | |
| | Do service programs stimulate children and meet their physical, emotional, intellectual, social and recreational needs? | | | | |
| | Child safe standard question | Yes, describe how | No or only partly, describe what needs to be done | Person responsible for any action required | Timeline and review date |
| | Are children with additional needs and from different backgrounds encouraged to participate? If so, do they actually participate? | | | | |
| Employment of staff and volunteers | Are there adequate screening procedures for staff, volunteers and students on placement? | | | | |
| Support for staff and volunteers | Is there a code of conduct policy that explains the acceptable and unacceptable behaviours of parents/guardians, volunteers and students at the service? | | | | |

| | | | | | |
|---|--|--|--|--|--|
| | Are employees aware of the risk of harm to children and the different types of harm (refer to <i>Definitions</i>)? | | | | |
| Reporting a child safety concern | Do staff understand and feel confident about the process for reporting and acting on concerns about child safety? | | | | |
| | Have staff identified any other support, assistance and resources they feel they need to assist in providing a child safe environment? | | | | |

Attachment 6

Guidelines for the recruitment of staff and volunteers

The processes for the recruitment and selection of employees, contractors and volunteers demonstrate our commitment to maximising the safety of children and deterring unsuitable and inappropriate persons from attempting to work at Yarram Early Learning Incorporated.

Yarram Early Learning Incorporated is committed to the following processes.

Preparation for recruitment

- An explicit statement of our commitment to child safety is included in all advertising promotion for the organisation.
- Job advertisements clearly state our commitment to child safety.
- Job descriptions include a statement about our commitment to maintaining a child safe environment and clearly outline responsibilities and accountability.
- The selection process includes:
 - Consideration of a Working with Children Check (and a criminal history record check, where appropriate)
 - Confirmation of identity, which involves sighting an original birth certificate or extract, a driver's licence or a passport
 - Verification of qualifications
 - Thorough reference checks: at least two referees are contacted (including the current or most recent employer) in person or via telephone and all referees must have observed the applicant working with children first-hand.

Interview process

- At least three people are on the interview panel including, where possible, a gender mix and a person external to the service or someone with HR/interviewing experience.
- Questions are behavioural-based and ask the interviewee to provide examples of their past behaviour in specific situations relevant to the job being applied for.
- Questions regarding relationships with children, professional boundaries, resilience and motivation, teamwork, accountability and ethics are values-based.
- Questions are based on key selection criteria.
- Candidates are asked about their attitudes, aspirations and motivations.
- More detail is asked for when answers seem incomplete.

Ongoing management

- Information provided to the employee on commencing work at the service includes the *Child Safe Environment Policy*, *Code of Conduct Policy*, *Complaints and Grievances Policy* and *Staffing Policy*.
- The letter of offer includes a statement about what is expected of the staff member in terms of commitment and responsibilities for child safety.

- Orientation and induction covers information about values, attitudes, expectations and workplace practices in relation to maintaining a child safe environment.
- Regular meetings are held between employees, volunteers and the Approved Provider.
- A mentoring or buddy system between employees is in place.
- Training and education with regard to child safety is provided for all employees, contractors and volunteers.
- Resources and support are provided for all employees, contractors and volunteers to ensure a child safe environment.
- Employees, contractors, volunteers and visitors are treated with respect.

Attachment 7

Commitment to the cultural safety of Aboriginal children statement template



This template was reviewed by Victorian Aboriginal Education Association

Yarram Early Learning Services is committed to the cultural safety of Aboriginal children

We are committed to:

- actively supporting and facilitating participation and inclusion of Aboriginal children, young people and their families within our service
- the safety, participation and empowerment of Aboriginal children
- providing an educational program that strengthens Aboriginal children's culture and identity
- actively supporting and encouraging Aboriginal children to express their culture and enjoy their cultural rights
- supporting Aboriginal children and their families to identify as Aboriginal without fear of retribution or questioning
- supporting Aboriginal children to maintain connection to their kinship ties, land and country
- supporting Aboriginal children to be taught their cultural heritage by Elders
- facilitating regular training and education on Aboriginal cultural and cultural safety
- establishing policies, procedures, systems and processes to create a culturally safe and inclusive environment and meet the needs of Aboriginal children, young people and their families.

Attachment 8

Documenting response to suspected child abuse: template for all Victorian Early Childhood Services

PROTECT

Responding to Suspected Child Abuse: Template for all Victorian Early Childhood Services

When to use this template

It is strongly recommended that **all*** early childhood service staff utilise this template to document any suspicion that a child has been, is being, or is at risk of being abused

* Maternal Child Health services should utilise their existing information management systems (e.g. CDIS of expedite) to record appropriate detail about any incidents, disclosures and suspicions of child abuse. Services may opt to ALSO use this form, which aligns with the Four Critical Actions.

If needed, staff should be supported by management to complete this template, and to ensure that they meet their obligations.

This template should be used in conjunction with following the [Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#).

Completing this template should not impact on reporting times. If a child is in immediate danger staff should immediately contact Victoria Police on 000.

Whilst you may need to gather the information to make a report, remember it is not the role of staff to investigate abuse, leave this to Victoria Police and/or DHHS Child Protection.

Why record this information?

When completing this template your aim should be to provide as much information as possible. This information will be critical to any reports and may be sought at a later date if the matter is the subject of Court proceedings. These notes may also later assist you if you are required to provide evidence to support any decisions.



RESPONDING TO AN INCIDENT, DISCLOSURE OR SUSPICION OF CHILD ABUSE

PLEASE NOTE: IF YOU ARE MAKING A REPORT TO DHHS CHILD PROTECTION OR VICTORIA POLICE YOU MUST SEEK ADVICE BEFORE CONTACTING PARENTS/CARERS SO AS NOT TO COMPROMISE ANY INVESTIGATION OR PLACE A CHILD AT FURTHER RISK.

STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SERVICE ADDRESS):

RELATIONSHIP TO CHILD:

STAFF MEMBER LEADING THE RESPONSE

NAME:

OCCUPATION:

LOCATION (SERVICE ADDRESS):

RELATIONSHIP TO CHILD:

CRITICAL ACTION 1: IMMEDIATE RESPONSE TO AN INCIDENT

If anyone is in immediate danger staff should report immediately to Victoria Police on 000.

See Action 1 of [Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

RESPONDING TO AN EMERGENCY

DID ANY CHILD REQUIRE FIRST AID? PROVIDE DETAILS IF 'YES'.

WHO ADMINISTERED THIS? (NAME AND TITLE)

DID ANY CHILD REQUIRE FURTHER IMMEDIATE MEDICAL ASSISTANCE?

CURRENT LOCATION AND SAFETY STATUS:

E.G. ARE ALL IMPACTED CHILDREN SAFE AND NOT IN ANY IMMEDIATE DANGER?

IF A CHILD IS IN IMMEDIATE DANGER STAFF SHOULD REPORT IMMEDIATELY TO VICTORIA POLICE ON 000.

RESPONDING TO AN EMERGENCY

DID ANY CHILD REQUIRE FIRST AID? PROVIDE DETAILS IF 'YES'.

WHO ADMINISTERED THIS? (NAME AND TITLE)

DID ANY CHILD REQUIRE FURTHER IMMEDIATE MEDICAL ASSISTANCE?

CURRENT LOCATION AND SAFETY STATUS:

E.G. ARE ALL IMPACTED CHILDREN SAFE AND NOT IN ANY IMMEDIATE DANGER?

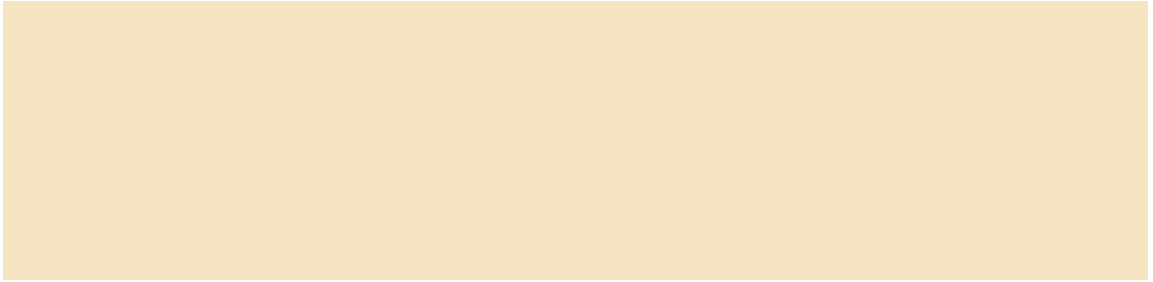
IF A CHILD IS IN IMMEDIATE DANGER STAFF SHOULD REPORT IMMEDIATELY TO VICTORIA POLICE ON 000.

INFORMATION OF THE ALLEGED VICTIM

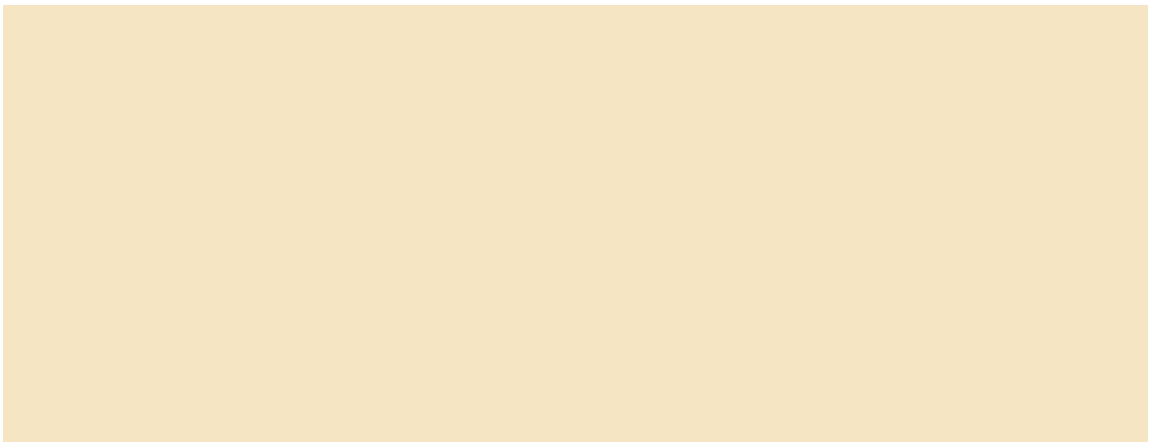
| CHILD'S PERSONAL DETAILS | |
|---|-------------------------------------|
| NAME: <input type="text"/> | GENDER: <input type="text"/> |
| RELATIONSHIP TO SERVICE: <input type="text"/> <i>E.G. 2 DAY, 3 YEAR OLD KINDER</i> | DATE OF BIRTH: <input type="text"/> |
| RESIDENTIAL ADDRESS: <input type="text"/> | |
| PARENT/CARER NAME/S: <input type="text"/> | |
| PARENT/CARER CONTACT: <input type="text"/> | |
| LANGUAGE(S) SPOKEN BY CHILD: <input type="text"/> | |
| DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES: <input type="text"/> | |

CHILD'S BACKGROUND

CULTURAL STATUS AND RELIGIOUS BACKGROUND



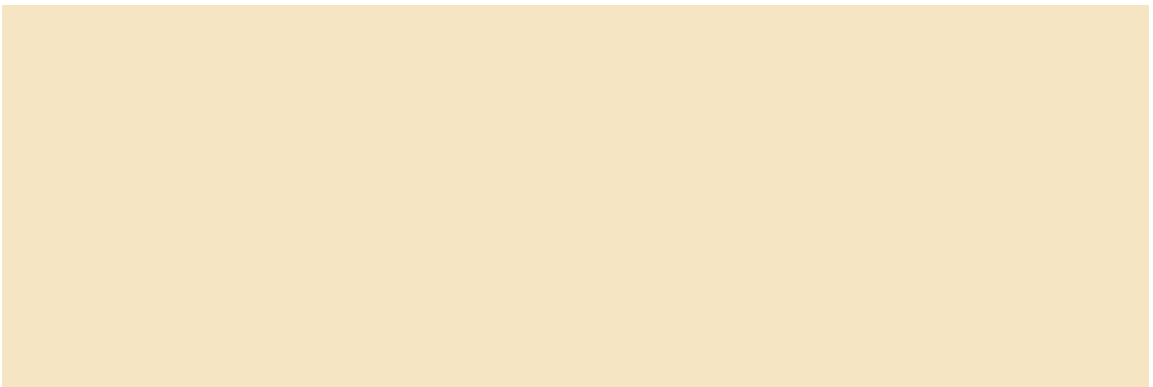
PREVIOUS HISTORY OR INDICATORS OF SUSPECTED ABUSE:



FAMILY BACKGROUND

FAMILY COMPOSITION (IF KNOWN):

LIST PARENTING OR CARE ARRANGEMENTS AND SIBLING NAMES AND AGES



ANY OTHER PEOPLE LIVING WITH THE CHILD (IF KNOWN):



CHILD'S PERSONAL DETAILS

NAME:

GENDER:

RELATIONSHIP TO SERVICE:
E.G. 2 DAY, 3 YEAR OLD KINDER

DATE OF BIRTH:

RESIDENTIAL ADDRESS:

PARENT/CARER NAME/S:

PARENT/CARER CONTACT:

LANGUAGE(S) SPOKEN BY CHILD:

DISABILITIES, MENTAL OR PHYSICAL HEALTH ISSUES:

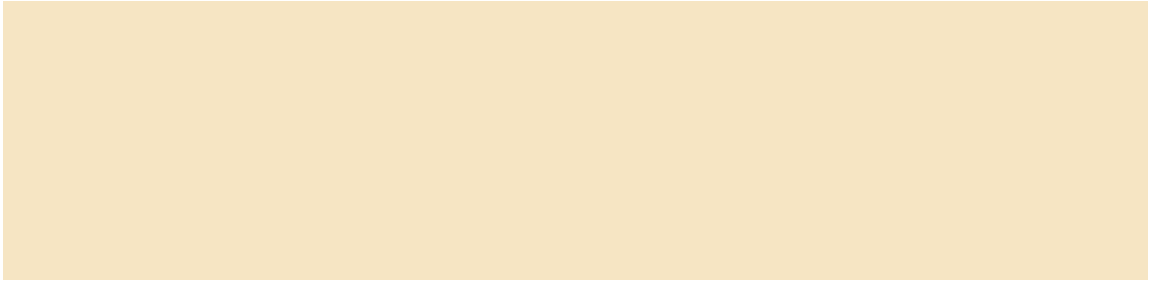
FAMILY BACKGROUND

DISABILITY, MENTAL OR PHYSICAL HEALTH ISSUES IN FAMILY (IF KNOWN):

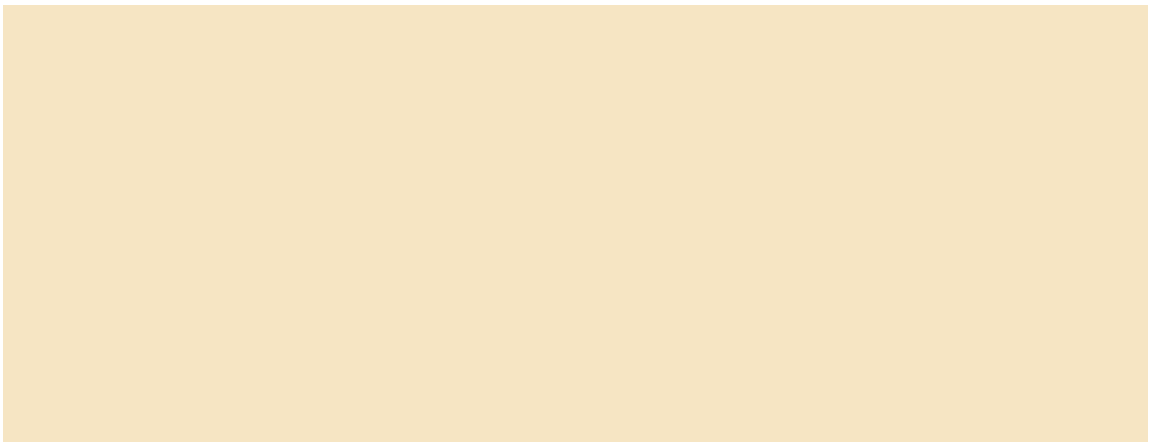
LIKELY REACTION TO A REPORT BEING MADE (IF KNOWN):

CHILD'S BACKGROUND

CULTURAL STATUS AND RELIGIOUS BACKGROUND



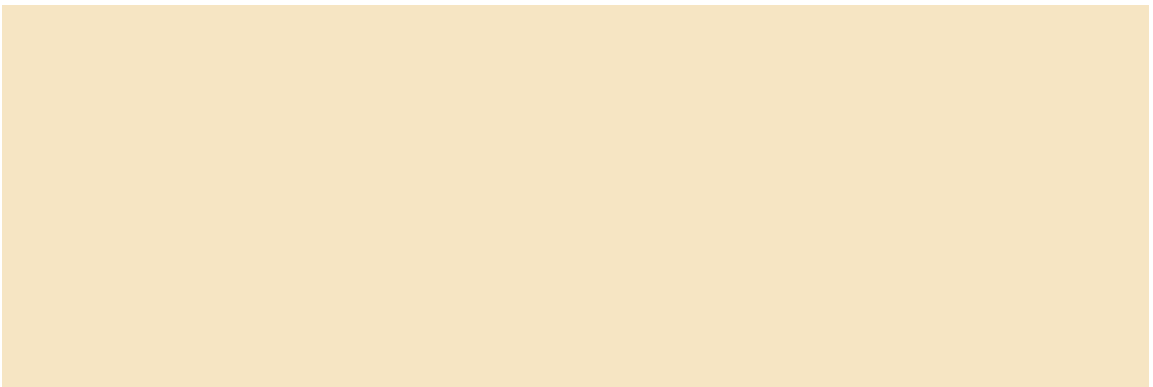
PREVIOUS HISTORY OR INDICATORS OF SUSPECTED ABUSE:




FAMILY BACKGROUND

FAMILY COMPOSITION (IF KNOWN):

LIST PARENTING OR CARE ARRANGEMENTS AND SIBLING NAMES AND AGES

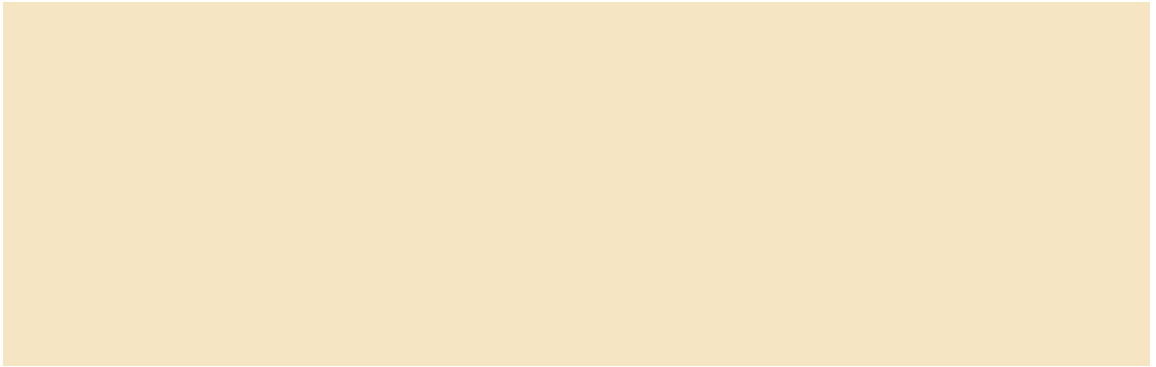


ANY OTHER PEOPLE LIVING WITH THE CHILD (IF KNOWN):



FAMILY BACKGROUND

DISABILITY, MENTAL OR PHYSICAL HEALTH ISSUES IN FAMILY (IF KNOWN):



LIKELY REACTION TO A REPORT BEING MADE (IF KNOWN):

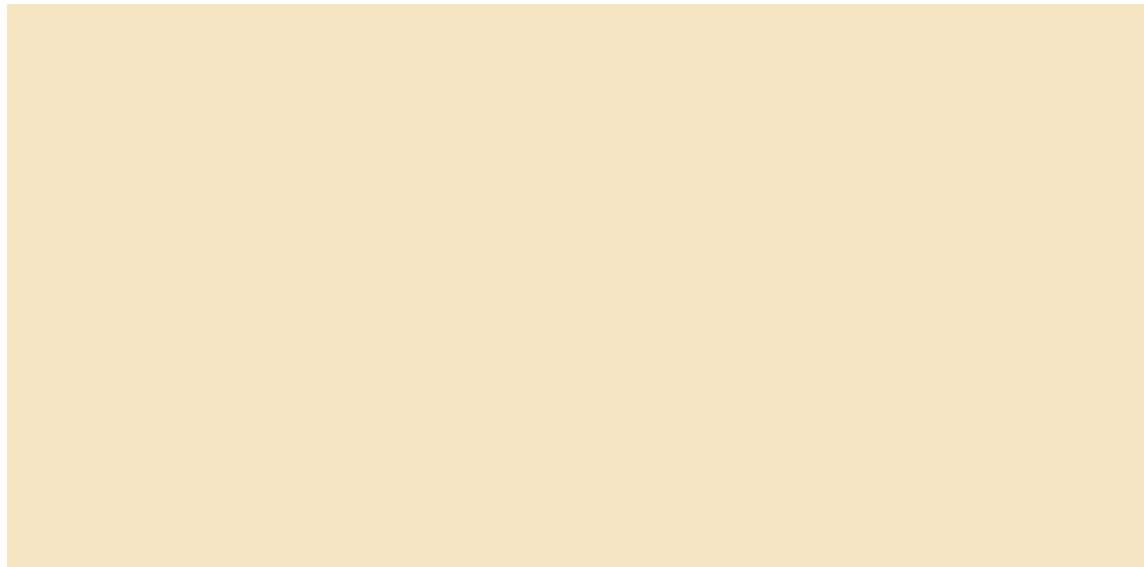


DETAILS OF THE INCIDENT, DISCLOSURE OR SUSPICION

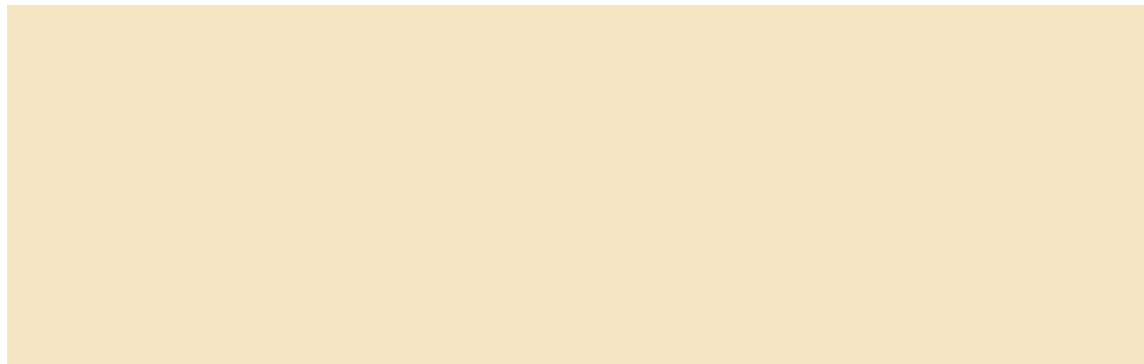
GROUNDS FOR YOUR BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF ABUSE

LIST INDICATORS OR INSTANCES WHICH LED YOU TO BELIEVE THAT A CHILD/CHILDREN ARE SUBJECT TO CHILD ABUSE, OR AT RISK OF ABUSE:

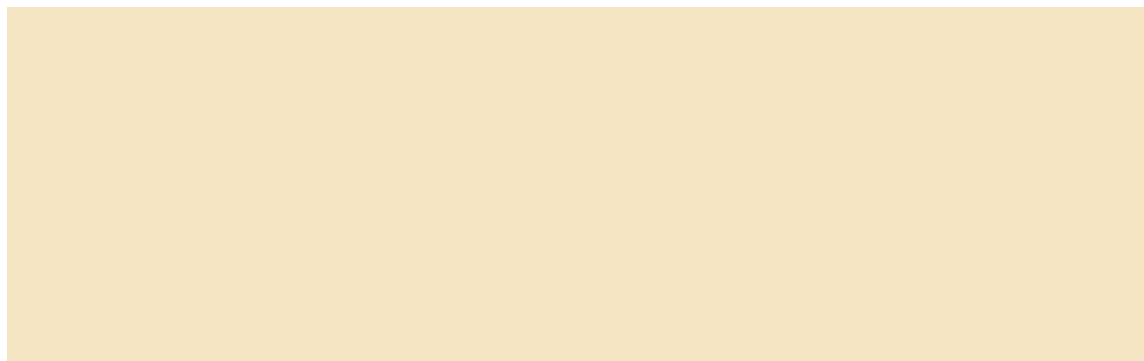
DETAIL ANY DISCLOSURES OR INCIDENTS OR SUSPICIONS (INCLUDING NAMES, TIMES AND DATES DOCUMENTING A CHILD'S EXACT WORDS AS FAR AS POSSIBLE). INCLUDE SPECIFIC DETAIL HERE ON WHAT LED YOU TO FORM A REASONABLE BELIEF THAT A CHILD HAS BEEN, OR IS AT RISK OF BEING ABUSED



ANY PHYSICAL INDICATORS OF ABUSE:



ANY BEHAVIOURAL INDICATORS OF ABUSE:



ANY PATTERNS OF BEHAVIOUR OR PRIOR CONCERNS LEADING UP TO AN INCIDENT,
DISCLOSURE OR SUSPICION.





ANY PATTERNS OF BEHAVIOUR OR PRIOR CONCERNS LEADING UP TO AN INCIDENT, DISCLOSURE OR SUSPICION.

A large, empty rectangular box with a light beige background, intended for text entry.



CRITICAL ACTION 2: REPORTING

See Action 2 of [Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

REPORTING TO AUTHORITIES

TICK THE AUTHORITIES YOU HAVE REPORTED TO:

- VICTORIA POLICE
- DHHS CHILD PROTECTION
- CHILD FIRST
- DECISION NOT TO REPORT

IF YOU'VE DECIDED NOT TO REPORT, LIST YOUR REASONS HERE. ALSO INCLUDE ANY FOLLOW-UP ACTIONS UNDERTAKEN BY YOU BELOW:

PROVIDE DETAILS OF YOUR REPORT:

DATE:

TIME:

AUTHORITY:

NAME OF PERSON SPOKEN TO:

OUTCOMES FROM THE REPORT:

REPORTING INTERNALLY

PROVIDE DETAILS OF YOUR DISCUSSION WITH LICENSEE OR APPROVED PROVIDER.

TIME:

DATE:

NAMES:

DISCUSSION OUTCOMES:

NOTIFICATION TO THE REGULATOR (LICENSED AND APPROVED SERVICES):

ALL LICENSED AND APPROVED SERVICES MUST NOTIFY THE QUALITY ASSESSMENT AND REGULATION DIVISION IF THERE IS AN INCIDENT AT THE SERVICE AND/OR THE HEALTH, SAFETY OR WELLBEING OF A CHILD HAS BEEN COMPROMISED WHILST ATTENDING THE SERVICE.

TIME:

DATE:

NAMES:

NOTIFICATION OUTCOMES (IF ANY):

CRITICAL ACTION 3: CONTACTING PARENTS/CARERS

See Action 3 of [Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

ACTIONS TAKEN

PROVIDE DETAILS OF YOUR DISCUSSION WITH PARENTS/CARERS (IF APPROPRIATE):

YOU MUST CONSULT WITH VICTORIA POLICE AND/OR DHHS CHILD PROTECTION TO DETERMINE IF IT IS APPROPRIATE TO CONTACT THE CHILD'S PARENTS/CARERS. IF IT IS DEEMED APPROPRIATE AND SAFE TO DO SO, PARENTS MUST BE CONTACTED AS SOON AS POSSIBLE (WITHIN 24 HOURS OF THE INCIDENT, DISCLOSURE OR SUSPICION).

HAVE YOU SOUGHT ADVICE FROM DHHS CHILD PROTECTION OR VICTORIA POLICE?

NO

YES

IS IT APPROPRIATE TO CONTACT PARENT/CARER?

NO

YES

LIST REASONS IF IT IS NOT APPROPRIATE TO CONTACT PARENT/CARER:

IF CONTACTING PARENT/CARER, PROVIDE THE FOLLOWING DETAILS:

NAME OF STAFF MEMBER MAKING THE CALL:

NAME OF PARENT/CARER RECEIVING THE CALL:

DISCUSSION OUTCOMES:

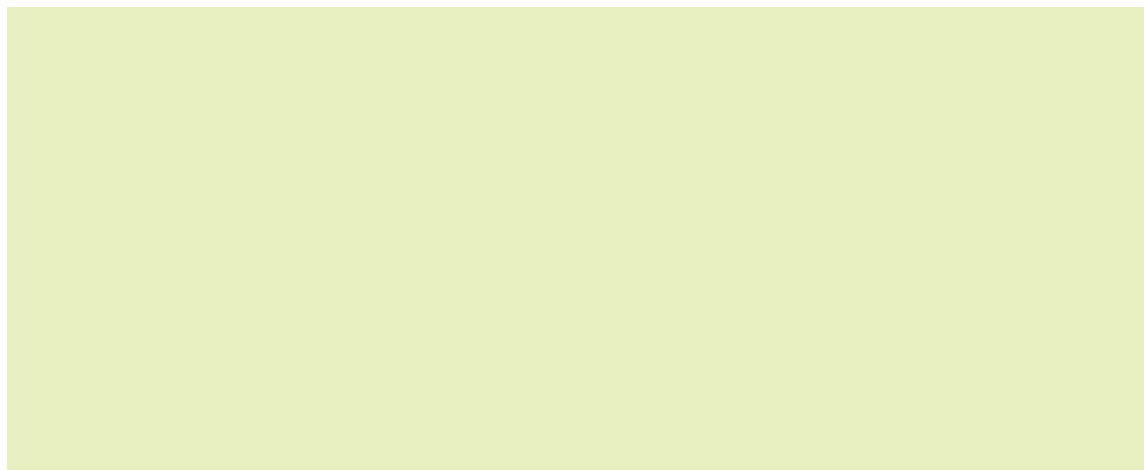
CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

See Action 4 of [Four Critical Actions For Early Childhood Services: Responding to Incidents, Disclosures and Suspicions of Child Abuse](#)

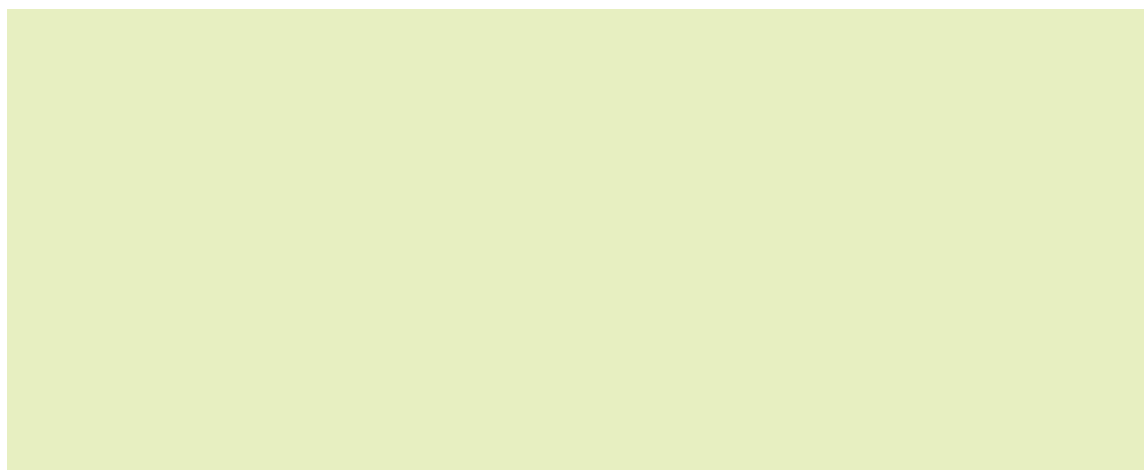
PLANNED ACTIONS

INCLUDE DETAIL ON WHAT FOLLOW-UP ACTIONS HAVE OCCURRED TO SUPPORT THE CHILD (FOR EXAMPLE A REFERRAL TO SPECIALISED SERVICES)

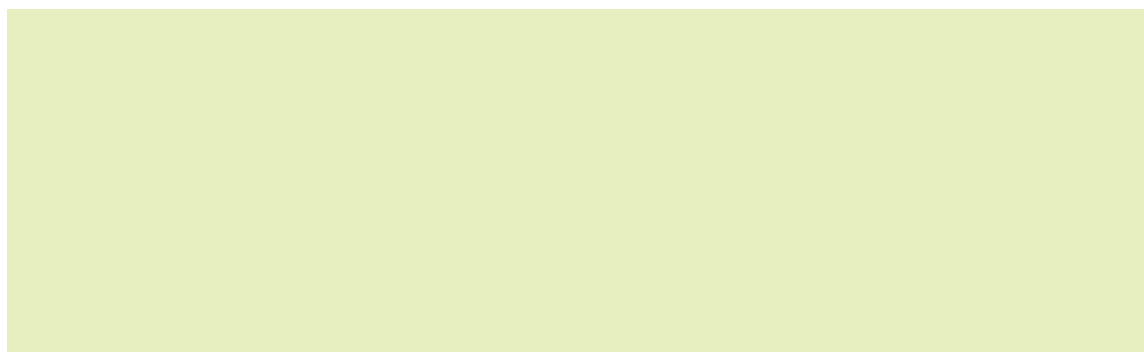
FOLLOW-UP ACTIONS:



SUPPORT:



REFERRAL(S):



PROCESS OF REVIEW

COMPLETE THIS SECTION BETWEEN 4- 6 WEEKS AFTER AN INCIDENT, SUSPICION OR DISCLOSURE OF ABUSE IN CONJUNCTION WITH YOUR MANAGEMENT/APPROVED PROVIDER. THIS WILL SUPPORT YOU AND YOUR SERVICE TO CONTINUE TO PROTECT CHILDREN IN YOUR CARE AND TO REFLECT ON YOUR PROCESSES AND THE NEED FOR ANY FOLLOW-UP ACTIONS.

SAFETY AND WELLBEING

CURRENT SAFETY AND WELLBEING OF THE CHILD

IS THE CHILD SAFE FROM ABUSE AND HARM?

NO (IF NOT CONSIDER THE NEED TO MAKE A FURTHER REPORT.)

YES

DOES THE CHILD HAVE ANY WELLBEING ISSUES THAT ARE NOT CURRENTLY BEING ADDRESSED?

NO

YES

IF SO, CONSIDER HOW THESE CAN BE ADDRESSED.

CURRENT SAFETY AND WELLBEING OF OTHER CHILDREN WHO MAY HAVE BEEN IMPACTED BY THE ABUSE

ARE THERE ANY OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE?

NO

YES

IF SO HAVE THEIR WELLBEING NEEDS BEEN MET?

NO

YES

CURRENT WELLBEING OF IMPACTED STAFF MEMBERS

DOES THE STAFF MEMBER WHO MADE THE REPORT/WITNESSED AN INCIDENT, FORMED A SUSPICION OR RECEIVED A DISCLOSURE REQUIRE ANY SUPPORT?

NO

YES

IF SO HAS THIS BEEN RECEIVED?

NO

YES

CURRENT SAFETY AND WELLBEING OF THE CHILD

IS THE CHILD SAFE FROM ABUSE AND HARM?

NO (IF NOT CONSIDER THE NEED TO MAKE A FURTHER REPORT.)

YES

DOES THE CHILD HAVE ANY WELLBEING ISSUES THAT ARE NOT CURRENTLY BEING ADDRESSED?

NO

YES

IF SO, CONSIDER HOW THESE CAN BE ADDRESSED.

CURRENT SAFETY AND WELLBEING OF OTHER CHILDREN WHO MAY HAVE BEEN IMPACTED BY THE ABUSE

ARE THERE ANY OTHER CHILDREN WHO MAY BE IMPACTED BY THE ABUSE?

NO

YES

IF SO HAVE THEIR WELLBEING NEEDS BEEN MET?

NO

YES

CURRENT WELLBEING OF IMPACTED STAFF MEMBERS

DOES THE STAFF MEMBER WHO MADE THE REPORT/WITNESSED AN INCIDENT, FORMED A SUSPICION OR RECEIVED A DISCLOSURE REQUIRE ANY SUPPORT?

NO

YES

IF SO HAS THIS BEEN RECEIVED?

NO

YES

REVIEW OF ACTIONS TAKEN

HAVE STAFF FOLLOWED THE FOUR CRITICAL ACTIONS FOR EARLY CHILDHOOD SERVICES: RESPONDING TO INCIDENTS, DISCLOSURES OR SUSPICIONS OF CHILD ABUSE?

WAS AN APPROPRIATE DECISION MADE IN RELATION TO WHEN TO ACT?

- NO
- YES

COULD THE SUSPECTED ABUSE HAVE BEEN DETECTED EARLIER?

- NO
- YES

ACTION 1

DID THE STAFF TAKE APPROPRIATE ACTION IN AN EMERGENCY?

- NO
- YES

ACTION 2

WAS A REPORT MADE TO THE APPROPRIATE AUTHORITIES AND INTERNALLY?

- NO
- YES

WERE SUBSEQUENT REPORTS MADE IF NECESSARY?

- NO
- YES

ACTION 3

DID THE STAFF CONTACT THE PARENTS/CARERS ASAP?

- NO
- YES

HAVE THE PARENTS CONTINUED TO BE ENGAGED IF APPROPRIATE?

- NO
- YES

ACTION 4

HAS THE SERVICE PROVIDED ADEQUATE ON-GOING SUPPORT FOR THE CHILD?

-
- NO
- YES

HAVE ANY COMPLAINTS BEEN RECEIVED?

-
- NO
- YES

HAVE THE COMPLAINTS BEEN RESOLVED?

-
- NO
- YES

CONTINUOUS IMPROVEMENT

CONSIDER AND LIST ACTIONS THAT CAN BE TAKEN TO BUILD YOUR CAPACITY TO IDENTIFY AND RESPOND TO CHILD OFFENDING IN THE FUTURE:

