



## Providing a Child Safe Environment Policy and Procedures

|                                       |  |
|---------------------------------------|--|
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| <b>National Quality Standard</b>      | QA 2: Children’s Health and Safety; QA 3: Physical Environment; QA 4: Staffing Arrangements;<br>QA 7: Governance and Leadership                  |
| <b>National Child Safe Principles</b> | Principles 1-10  |

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## Policy Statement

Heritage Early Childhood Centre (Heritage) recognises that all children are active, competent learners, rich in potential, however they are vulnerable and depend on adults to keep them safe. It is every child's right to be safe, loved, and protected from harm, and it is the legal and moral obligation of all adults responsible for children to ensure their safety and wellbeing. In addition, in the education and care setting, families have the right to expect that their children will be protected from harm including all forms of abuse and neglect while at the Heritage service.

Heritage is committed to being a child safe organisation and embeds child safety and wellbeing into every aspect of the service. The service incorporates the [National Principles for Child Safe Organisations](#) into its' risk management strategy and service practises aim to meet or exceed the National Quality Standard for Early Education and Care. In addition, this document has been developed to meet the requirement under regulation 168 of the *Education and Care Services National Regulations 2011* to ensure policies and procedures are in place in relation to providing a child safe environment. Comprehensive risk assessments are in place in relation to the physical and natural environments, and thorough child safe and child protection risk assessments are undertaken to mitigate the risks of abuse and neglect by persons at the service.<sup>1</sup>

The service provides on-going training, resources, information and guidance to support this policy and to ensure a safe environment is provided for enrolled children at all times.

## Policy Aims

The Heritage Providing a Child Safe Environment Policy and Procedures aims to ensure:

- All children enrolled at the Heritage service are provided with a safe environment.
- All reasonable steps are taken to ensure the health, safety and wellbeing of all enrolled children is protected at all times.
- Educators and other adults educating and caring for children at the service act in the best interests of the child at all times.
- The service advocates for the rights of all children to feel safe, and be safe, at all times.
- A service culture is maintained in which children's rights and agency are respected.
- Active participation from families is encouraged at the service, supporting a partnership approach and shared responsibility for children's health, safety, wellbeing, and development.
- Timely and effective intervention is taken for children who may be at risk of abuse or neglect.

## Scope

It is understood that there is a shared legal responsibility and accountability between the Management Committee, Director, all employees, families, students, volunteers, contractors, visitors, and all other persons attending the Heritage premises and programs, including on excursions and emergency evacuations, to implement this policy as a matter of priority.

## Definitions

**Adequate Supervision:** A level of supervision that ensures educator-to-child legislative requirements are met at all times (r120, 122, 123, 357); all children (individually and in groups) are within access and sight/hearing of an educator at all times including during toileting, rest and transition routines; and there is consistent and present engagement with children. Adequate supervision contributes to protecting children from hazards that may emerge in play. It means educators employ flexible supervision strategies to meet individual children's needs, e.g., a particular activity that involves high risk requires constant vigilant supervision whereas if children are participating in low-risk activities, educators can focus on engaging with children. Variables affecting supervision strategies include: number, age and abilities of children; number and

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<sup>1</sup> Refer to: Work Health and Safety Policy - Risk Assessments; Child Protection Policy; Appendices 1-4



positioning of staff; current activity of each child; areas where children are engaged in an activity (visibility and accessibility); developmental profile of each child/group; experience, knowledge and skill of each staff; need for staff to move between areas (effective communication strategies).

**Assault:** An incident where a person causes injury, pain, discomfort, or damage to another person. It may be physical or verbal and includes insult and deprivation of liberty.

**Behaviour Guidance:** Reflects current research and the Heritage approach to supporting children's behaviour. It involves utilising positive and non-coercive ways to help children gain an understanding of their emotions and learn skills to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

**Bullying:** When a person is deliberately and often repeatedly physically/emotionally hurt by a more powerful person/group. Bullying can involve name calling, teasing, verbal threats and rumours, or deliberately ignoring/excluding a child from an activity. It may involve a child being hit/pushed by another child/group of children or a child's property being taken away/damaged.

**Child Safe Organisation:** The Australian and New Zealand Children's Commissioners and Guardians define a child safe organisation as one that systematically: creates conditions to reduce the likelihood of children being harmed and to increase the likelihood of identifying/reporting harm; and responds appropriately to disclosures, allegations, and suspicions of harm.

**Child or Young Person:** The *Children and Young People Act 2008 (ACT)* defines a child, for the purpose of mandatory or voluntary reporting, as a person who is under 12 years old, and a young person as a person who is 12 years old or older, but not yet 18 years old.

**Child Abuse:** Child abuse is the term used for different types of maltreatment that endangers a child or young person's safety, wellbeing, and development. Child abuse can be a single incident or a chronic pattern of behaviour over time and may be intentional or unintentional.

**Emotional abuse:** When a child repeatedly experiences events that cause significant harm to their wellbeing or development. Constant yelling, belittling, ignoring, and ridiculing are some examples.

**Ethical Conduct:** Acting in the best interests of all children and based on mutual trust and open communication with families. It involves educators thinking about everyday actions and decision making, both individually and collectively, and responding with respect to all concerned.<sup>2</sup>

**Grooming:** Behaviour designed to befriend and establish an emotional connection with a child, and sometimes the child's family, to lower the child's inhibitions with the objective of sexual abuse. It may include inappropriate gifts, rewards, special favours or other inducements.<sup>3</sup>

**Harm:** Includes death, injury, illness (physical or psychological) or disease that may be suffered by a person as a consequence of exposure to a hazard.

**Hazard:** Something that can cause potential harm (or a situation that could lead to a degree of harm) to people or property and the potential harm is identified as Physical (P), Chemical (C) Biological (B), Mechanical (M) or Psychological (Psych).<sup>4</sup>

**Neglect:** A failure to provide a child/young person with the basic needs for his/her physical, emotional/psychological and intellectual development. It may be chronic or episodic.

**Reportable Conduct:** Child-related misconduct (allegations or convictions), engaged in by an employee (at Heritage this includes volunteers and others engaged to provide services to children), whether or not in the course of employment and regardless of a child's consent.

**Mandatory Reporting:** The legal obligation of certain professionals in the community to report suspected child abuse or neglect.

**Mandated Person:** A professional in the community required to report suspected child abuse or neglect. In the ACT this includes "a person who is caring for a child at a childcare centre".

**Physical abuse:** The non-accidental injury of a child by an adult. An injury can be caused by a single act or repeated acts, eg: hitting, shaking, burning, excessive physical discipline.

**Respect:** Valuing the rights, religious beliefs, and practices of other individuals. Refraining from actions and behaviour that constitute harassment or discrimination.

**Sexual abuse:** Any sexual act or threat impacting on a child, including unwanted sexual acts on a child over the age of consent (16 years old).

<sup>2</sup> Refer to: Heritage Code of Conduct/Ethics

<sup>3</sup> Refer to: Reportable Conduct Policy and Procedures

<sup>4</sup> Refer to: Work Health and Safety Policy and Procedures



**Transportation.** The responsibility for, and duty of care owed to children’s safety and wellbeing by Heritage applies in scenarios where the service is transporting children, or has arranged for the transportation of children, between the Heritage service and another location, e.g., on excursions.

**Wellbeing:** Sound wellbeing results from the satisfaction of basic needs: the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience (Source: Guide to the NQF).

## Rationale and Legislative Background

Heritage recognises it has a duty of care to take all reasonable, practicable steps to manage risks in order to provide the Heritage community with a safe and healthy work environment that supports the emotional and physical wellbeing of all employees and children ([ACT Work Health and Safety Act, 2011](#)). In addition, the policy has been developed to comply with:

- [The National Principles for Child Safe Organisations](#)
- [Education and Care Services National Law Act 2010 \(ACT\)](#)
- [Education and Care Services National Regulations 2011 \(ACT\)](#)
- [National Quality Standard for Early Childhood Education and Care](#)
- [Children and Young People Act 2008](#)
- [Working with Vulnerable People \(Background Checking\) Act 2011 \(ACT\)](#).
- [Working with Vulnerable People \(Background Checking\) Regulation 2012 \(ACT\)](#)
- [Ombudsman Act 1989 \(Reportable Conduct, Division 2.2A\)](#)
- [Human Rights Act 2004 \(ACT\)](#)
- [Information Privacy Act 2014 \(ACT\)](#)
- The Heritage Philosophy Statement; Heritage Code of Conduct/Ethics.

### ACT Human Rights Act 2004

- The Act is unique compared to most jurisdictions in Australia in that all its legislation is grounded within a human rights framework.
- The Act provides in s11(2) that “*every child has the right to the protection needed by the child because of being a child, without distinction or discrimination of any kind.*” This means a right to positive measures and requires a higher standard in relation to children and young people.

### ACT Children and Young People’s Commitment 2015-2025

This document guides the Canberra community in how to best support children’s and young people’s potential and work together to promote and protect their rights. It has six key priorities:

1. Provide access to quality healthcare, learning and employment opportunities.
2. Implement policy that enables the conditions for children and young people to thrive.
3. Keep children and young people safe and protect them from harm.
4. Advocate the importance of children and young people’s rights.
5. Include children and young people in decision making, especially in areas that affect them, ensuring they are informed and have a voice.
6. Build strong families and communities that are inclusive and support and nurture children and young people.

**Working with Vulnerable People (WWVP) scheme:** The scheme requires those who work or volunteer with vulnerable people (including children and young people) to have a background check and be registered.

**Reportable Conduct Scheme:** This scheme oversees how organisations prevent and respond to allegations of child abuse and misconduct. Broadly, ‘reportable conduct’ covers allegations or convictions of child abuse or misconduct toward children and young people by workers.

**ACT Mandatory Reporting:** [Certain people, including those caring for a child at a childcare centre](#), must report when they form a belief on reasonable grounds that a child/young person has experienced sexual/physical abuse or neglect. The reporter is not required to prove the abuse.

**National Principles for Child Safe Organisations**

- The [National Principles for Child Safe Organisations](#) is a national reform in response to [The Royal Commission into Institutional Responses to Child Sexual Abuse](#) endorsed by all Commonwealth, state and territory governments.
- The Principles cover sexual abuse and other potential harms, providing a nationally consistent approach to embedding child safe cultures within organisations that engage with children.
- In response, the ACT Government has created the goal of a [Child-Safe, Child Friendly Canberra](#). A Bill to introduce a [Child Safe Standards Scheme](#) in the ACT, delayed due to COVID, is currently being re-scheduled. The scheme will adopt the Principles and reflect legislation already in NSW and Victoria for consistency. To help organisations prepare, [resources](#) are available.
- **A review is currently considering how to embed the Principles under the National Quality Framework.**

| The Ten National Child Safe Principles  | Outcome of Integration into Heritage Risk Management Strategy  |
|---|--|
| <b>P1:</b> Child safety and wellbeing is embedded in organisational leadership, governance, and culture.  | A child safe service culture and governance make it easier for both adults and children to disclose abuse if it occurs. The child safe actions of Heritage leaders are mirrored by other staff and children are safer. |
| <b>P2:</b> Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.                            | Children who are empowered are less vulnerable as they can sense their views are important.  |
| <b>P3:</b> Families and communities are informed and involved in promoting child safety and wellbeing.  | When families have oversight of the service, they can provide feedback to them on what they feel is working well or needs improvement.   |
| <b>P4:</b> Equity is upheld, and diverse needs respected in policy and practice.  | When equity and diversity is supported, vulnerable children are safer because their needs are more likely to be met.   |
| <b>P5:</b> People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.                     | The risk of unsuitable adults having access to children is reduced. Adults are supervised (in sight) when working with children at all times.  |
| <b>P6:</b> Processes for complaints and concerns are child focused.   | If adults and children have faith that reporting processes are fair and transparent, they are more likely to raise concerns.   |
| <b>P7:</b> Staff and volunteers are equipped with the knowledge, skills, and awareness to keep children and young people safe through ongoing education/training. | Adults who can recognise how and where abuse is occurring are better able to prevent it or report it.  |
| <b>P8:</b> Physical and online environments promote safety and wellbeing while minimising the opportunity for children/young people to be harmed.                 | Opportunities for professional boundaries to be crossed are minimised.   |
| <b>P9:</b> Implementation of the national child safe principles is regularly reviewed and improved.   | Best practice is established. Risk Management is an element of all the Principles and regular reviews of strategies and high-risk activities proactively address risk.   |
| <b>P10:</b> Policies and procedures document how the service is safe for children.  | Service policies and procedures describe how and when Risk Management tasks are conducted.   |



| Relevant Education and Care National Law         |   |
|--|---|
| <a href="#"><b>S 162</b></a>                     | <b>Offence to operate unless responsible person is present</b>  |
| <a href="#"><b>S 165</b></a>                     | <b>Offence to inadequately supervise children</b>   |
| <a href="#"><b>S 166</b></a>                     | <b>Offence to use inappropriate discipline</b>  |
| <a href="#"><b>S 167</b></a>                     | <b>Offence relating to protection of children from harm and hazards</b>   |
| <a href="#"><b>S 174</b></a>                     | <b>Offence to fail to notify certain information to Regulatory Authority</b><br>(a) any serious incident at the service; (b) any complaints alleging:<br>(i) that a serious incident has occurred or is occurring while a child was or is being educated and cared for by the approved education and care service;<br>(ii) that this Law has been contravened.  |
| Relevant Education and Care National Regulations |   |
| <a href="#"><b>R 82</b></a>                      | <b>Tobacco, drug and alcohol-free environment</b>   |
| <a href="#"><b>R 83</b></a>                      | <b>Staff members not to be affected by alcohol or drugs</b>   |
| <a href="#"><b>R 84</b></a>                      | <b>Awareness of child protection law</b>  |
| <a href="#"><b>R 99</b></a>                      | <b>Children leaving the education and care service premises</b>   |
| <a href="#"><b>R 103</b></a>                     | <b>Premises, furniture, and equipment to be safe, clean and in good repair</b>  |
| <a href="#"><b>R 115</b></a>                     | <b>Interactions with children</b><br>Reasonable steps are taken to ensure that the education and care service provides education and care to children in a way that:<br>(a) encourages the children to express themselves and their opinions;<br>(b) allows the children to undertake experiences that develop self-reliance and self-esteem;<br>(c) maintains at all times the dignity and rights of each child;<br>(d) gives each child positive guidance and encouragement toward acceptable behaviour;<br>(e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child. |
| <a href="#"><b>R 122</b></a>                     | <b>Educators must be working directly with children to be included in ratios</b>  |
| <a href="#"><b>R 123</b></a>                     | <b>Educator to child ratios</b>   |
| <a href="#"><b>R 158</b></a>                     | <b>Children’s attendance record to be kept by approved provider</b>   |
| <a href="#"><b>R 165</b></a>                     | <b>Record of visitors</b>   |
| <a href="#"><b>R 168</b></a>                     | <b>(2) Policies and procedures are required in relation to the following:</b><br>(h) providing a child safe environment   |
| <a href="#"><b>R 170</b></a>                     | <b>Policies and procedures to be followed</b>   |
| <a href="#"><b>R 171</b></a>                     | <b>Policies and procedures to be kept available</b>   |
| <a href="#"><b>R 172</b></a>                     | <b>Notification of change to policies or procedures</b>   |
| <a href="#"><b>R 173</b></a>                     | <b>Prescribed Information to be displayed:</b> 2(b) the name and telephone number of the person at the education and care service to whom complaints may be addressed.  |
| <a href="#"><b>R 175</b></a>                     | <b>Prescribed information to be notified to Regulatory Authority</b><br>(d) any incident where the approved provider reasonably believes that physical abuse or sexual abuse of a child or children has occurred or is occurring while the child is or the children are being educated and cared for by the education and care service;<br>(e) allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is or the children are being educated and cared for by service (other than notified under section 174(2)(b) of the Law).   |
| <a href="#"><b>R 176</b></a>                     | <b>Times to notify certain information to Regulatory Authority</b>  |



| Relevant National Quality Standards |   |
|-------------------------------------|---|
| <a href="#">QA 2</a>                | <p><b>Children’s Health and Safety:</b><br/>Standard 2.2: Safety: Each child is protected:<br/>Element 2.2.1 Supervision. At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.<br/>Element 2.2.3: Child protection: Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse/neglect.</p>   |
| <a href="#">QA 3</a>                | <p><b>Physical Environment:</b><br/>Standard 3.1 The design of the facilities is appropriate for the operation of a service.<br/>Standard 3.2. Premises, furniture and equipment are safe, clean and well maintained.</p>   |
| <a href="#">QA 4</a>                | <p><b>Staffing Arrangements:</b> Standard 4.2: Professionalism: Management, educators and staff are collaborative, respectful and ethical.</p>  |
| <a href="#">QA 5</a>                | <p><b>Relationships with Children</b><br/>Standard 5.1: Relationships between educators and children. Respectful and equitable relationships are maintained with each child.<br/>Element 5.1.1: Positive educator to child interactions. Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.<br/>Element 5.1.2: The dignity and rights of every child are maintained</p>                            |
| <a href="#">QA 7</a>                | <p><b>Governance and Leadership</b><br/>Standards 7.1. Governance. Governance supports the operation of a quality service.<br/>Element 7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.<br/>Standard 7.2 Effective leadership builds and promotes a positive organisational culture and professional learning community.<br/>Element 7.2.1 There is an effective self-assessment and quality improvement process in place.</p> |

## Strategies and Procedures

### Creating a Child Safe Culture

- The Australian and New Zealand Children’s Commissioners and Guardians define a child safe organisation as one that systematically:
  - Creates conditions to reduce the likelihood of children being harmed.
  - Creates conditions that increase the likelihood of identifying and reporting harm.
  - Responds appropriately to disclosures, allegations and suspicions of harm.
- Heritage endorses the National Principles for Child Safe Organisations and integrates them into the risk management strategy of the service (see below).
- Child safety and wellbeing is embedded into every aspect of the service culture.
- The service consciously and systematically ensures the following values underpin the Heritage approach and its’ policies and procedures:
  - The best interests of children and their protection from harm is paramount at the service.
  - Children’s safety and wellbeing is the centre of thoughts, values, and actions.
  - A guidance approach is taken to supporting children’s behaviour is taken.<sup>5</sup>
  - An inclusive and strengths-based approach is taken to all aspects of education and care.<sup>6</sup>
  - Genuine engagement with and valuing of children is emphasised.
  - The environment is created and managed to reduce the likelihood of harm to children.<sup>7</sup>
  - Children’s dignity and rights are understood and respected.<sup>8</sup>
  - Child abuse is not tolerated and must not happen.<sup>9</sup>

<sup>5</sup> Refer to: Behaviour Guidance Policy and Procedures

<sup>6</sup> Refer to: Curriculum and Program Planning Policy and Procedures; Creating Inclusion and Equity Policy

<sup>7</sup> Refer to: Work Health and Safety Policy and Procedures

<sup>8</sup> Refer to: Interactions with Children Policy and Procedures

<sup>9</sup> Refer to: Child Protection Policy and Procedures



- Concerns about child safety raised by children and their parents and carers are acted on.
- Any concerns, disclosures, allegations or suspicions of harm are responded to promptly and professionally.
- Reporting of abuse is not obstructed or prevented.
- There are clear complaints and grievance management procedures in place.<sup>10</sup>

### Risk Management Strategy

- Heritage recognises that managing risk supports a culture of safety through communication and reporting, transparency, and governance.
- Heritage regularly undertakes risk assessments in relation to child safety as part of this (**refer to:** Appendices) and other policies including:
  - Work Health and Safety Policy and Procedures
  - Child Protection Policy and Procedures,
  - Hygiene and Infection Control Policy.
  - Illness and Infectious Diseases Policy.
  - Food Safety Policy and Procedures.
  - UV and Sun Protection Policy and Procedures.
  - Sleep and Rest Policy and Procedures.
  - Clothing and Footwear Policy and Procedures.
  - Dangerous Products Policy.
  - Excursions and Incursions Policy and Procedures.
  - Safe Transportation Policy and Procedures.
- Risk assessments are updated regularly and after any serious incident report is made to the ACT Regulatory Authority, CECA.

### Staff Screening and Induction

- All Heritage staff, educators, students, regular volunteers, and Committee Office Holders are screened and undergo a thorough induction and orientation process to ensure they are suitable for their roles at the time of employment and as part of an on-going process.<sup>11</sup>
- A current Working with Vulnerable People check is required by all Committee Office Holders, staff, students, regular volunteers, and contractors.
- Educators are trained on induction to understand that all children have the right to experience quality education and care in an environment that promotes opportunities to thrive with adults who safeguard and advocate for their health, safety, security and wellbeing. This means a right to:
  - Feel and be safe in their interactions with adults and other children and young people.
  - Be asked to express their views and wishes about matters affecting their lives and to have those views appropriately considered by adults.
  - Understand, as early as developmentally possible, what is meant by 'feeling and being safe'.
- All educators, students and regular family volunteers, understand their role as Mandatory Reporters and clear child protection and reporting instructions are provided on induction and in the service Handbooks.

### Code of Conduct/Ethics

- Heritage is committed to ensuring the rights and best interests of enrolled children are paramount at the service and staff and families must abide by the Heritage Code of Conduct/Ethics.
- Educators must sign the Code of Conduct/Ethics statement on employment,
- Families sign to agree to abide by the Code on the enrolment form.

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<sup>10</sup> Refer to: Complaints and Grievance Management Policy and Procedures

<sup>11</sup> Refer to: Employment and Recruitment Policy and Procedures





## The Physical Environment

In order to promote a safe physical environment, the Director/Nominated Supervisor will ensure:

- All equipment and materials used at the service meet all relevant safety standards.<sup>12</sup>
- An equipment maintenance schedule is maintained according to the Work Health and Safety Policy and Procedures.
- The removal, repair or replacement of worn and damaged structures, equipment and resources which may provide a safety risk for children in a timely manner.
- Learning environments provide sufficient space for appropriate child groupings and include carefully chosen and well-maintained resources and equipment.
- Indoor and outdoor spaces are organised to ensure risks to the health and safety are minimised while taking into account the developmental need for children to explore and make sound supported judgements about risk.
- Daily safety checks and additional regular safety checks and risk assessments are undertaken of the service equipment and environment to determine any risks to children's health and safety and determine appropriate ways to eliminate or control identified hazards.
- Educators regularly monitor the environment throughout the day including in relation to shade patterns, water hazards, UV index etc, to ensure the needs of the children are met.<sup>13</sup>
- Emergency planning and evacuation procedures are in place.<sup>14</sup>
- Dangerous products and hazardous materials are safely stored and out of reach of children at all times.<sup>15</sup>
- The environment is free of allergens as far as practicable.<sup>16</sup>
- First aid kits are adequate and easily accessible.<sup>17</sup>
- Smoking is not allowed on the premises in line with The ANU No-Smoking Policy.
- The education and care environment is free from illicit drugs and alcohol.

## Staffing Rosters and Quality Supervision

In order to ensure adequate supervision is provided for enrolled children, the Director will ensure:

- Accurate attendance records are kept at drop off and pick up and on excursions.<sup>18</sup>
- Visitors and contractors sign the visitor book on arrival/departure.
- Educator-to-child ratios are equal to or exceed legal requirements.
- Staff rosters are managed to ensure required ratios, qualifications (including first and water rescue) and duty of care considerations are met.<sup>19</sup>
- Educators are trained in appropriate supervision strategies on the premises, during off-site excursions and near water.<sup>20</sup>
- Children with medical conditions and additional needs are adequately supervised and educators are aware of the symptoms and management plans in place.<sup>21</sup>
- Educators interact respectfully with children at all times and the dignity and rights of children are paramount.<sup>22</sup>
- No child is left alone (out of sight) with another adult (contractor, visitor, volunteer, student, or parent/guardian) at the service, unless they are the child's parent/guardian.
- Bathrooms and nappy change areas are open and visible and always supervised when children are using them, and educator must strictly follow the procedures for toileting, including the

<sup>12</sup> Refer to: Work Health and Safety Policy and Procedures

<sup>13</sup> Refer to: Supervision Policy and Procedures; Water Safety Policy and Procedures

<sup>14</sup> Refer to: Emergency and Evacuation Policy and Procedures

<sup>15</sup> Refer to: Dangerous Products Policy and Procedures

<sup>16</sup> Refer to: Allergy and Anaphylaxis Policy and Procedures

<sup>17</sup> Refer to: First Aid for Injuries, Trauma and Illness Policy and Procedures

<sup>18</sup> Refer to: Delivery and Collection of Children Policy and Procedures; Excursions and Incursions Policy and Procedures

<sup>19</sup> Refer to: Supervision Policy and Procedures; [Acecga Active Supervision Sheet](#)

<sup>20</sup> Refer to: Excursions and Incursions Policy and Procedures; Water Safety Policy and Procedures

<sup>21</sup> Refer to: Medical Conditions Policy and Procedures; Creating Inclusion and Equity Policy and Procedures

<sup>22</sup> Refer to: Interactions with Children Policy and Procedures; Child Protection Policy and Procedures



numbers allowed in bathrooms at a time as set out in the Hygiene and Infection Control (including Toileting) Policy.

- Educators are aware and sensitive to the fact that children have a right to privacy when dressing and undressing. Children aged 2-4 require some assistance when dressing and undressing, especially when toilet training, and families are informed of Toileting Procedures.
- Children's behaviour is guided positively according to the Behaviour Guidance Policy.
- Risk minimisation procedures are followed by educators to ensure children are safe and supervised during sleeping, rest and relaxation. Each cot room has a window and educators who are settling children can be viewed at all times<sup>23</sup>
- A proactive response is taken to any emerging staff performance concerns.<sup>24</sup>
- No educator is under the influence of drugs or alcohol while supervising children. This includes prescription drugs which must not adversely affect an educator's ability to provide adequate supervision.
- Procedures are followed to ensure children are only released to authorised persons.<sup>25</sup>
- When a parent is delayed at the end of the day, the procedures in the Late and Non-Collection of Children Policy are followed and educators never take a child to their home.

### Child Protection

In order to ensure children are protected from abuse and neglect, the Director will ensure:

- The service has a comprehensive Child Protection Policy including detailed prevention and risk management strategies and practices.
- A current Working with Vulnerable People check is provided by all Committee Office Holders, staff, students, regular volunteers, and contractors.
- Service Handbooks include clear instructions for how to proceed if educators, students or regular volunteers have reasonable grounds to suspect a child is at risk of significant harm or have a current concern about the safety or wellbeing of a child.
- All educators, students and regular family volunteers, understand their role as Mandatory Reporters and clear instructions are provided on induction to ensure they:
  - Are able to respond appropriately to all disclosures of abuse and any allegation of abuse against another staff member at the service.
  - Understand the responsibilities and processes of being a Mandatory Reporter.
  - Are able to recognise the factors that increase a child's vulnerability to maltreatment.
  - Are aware of the vulnerabilities which may indicate a need to assess, monitor or curtail the behaviour of individuals in relation to enrolled children.
  - Implement the service procedures for releasing children only to authorised persons.<sup>26</sup>
- Risk minimisation practices are in place in relation to the use of social media, out of hours contact/professional boundaries and photographs/images of children.<sup>27</sup>

### Transportation

- There is a Safe Transportation of Children Policy and Procedures in place and reasonable steps are taken to ensure that educators, other staff and volunteers implement the policy.
- No child is transported by the service without a written authorisation from their family in accordance with the National Regulations.
- All vehicle used by Heritage to transport children are roadworthy, correctly registered for the number of passengers and third party insured. In addition, they are:
  - Fitted with seatbelts and child restraints where appropriate that conform to current ACT laws, and the child's weight and size.

<sup>23</sup> Refer to: Sleep, Rest and Relaxation Policy and Procedures

<sup>24</sup> Refer to: Staff Underperformance and Misconduct Policy and Procedures; Reportable Conduct Policy and Procedures

<sup>25</sup> Refer to: Delivery and Collection of Children Policy and Procedures

<sup>26</sup> Refer to: Delivery and Collection of Children Policy and Procedures

<sup>27</sup> Refer to: Social Media Policy and Procedures; Reportable Conduct Policy and Procedures; Educator Handbook.



- At all times, driven by a person holding an appropriate drivers' licence for the class of vehicle being used, and in accordance with the Australian road rules at all times.
- The service minibus is regularly serviced, comprehensively insured and has NRMA roadside assistance.
- Educators carry out a safety inspection of the service minibus before any journey commences for signs of safety issues including flat tyres, lights or indicators not working, damaged seats or seat belts etc.
- Any safety issues are addressed before children are transported in the vehicle.
- Educators undertake a Defensive Driver Course before being permitted to drive a minibus transporting enrolled children.
- Appropriate risk assessments are completed and regularly reviewed.
- Risk assessments include the specific considerations listed in regulation 101 for transportation provided by the service related to an excursion or regular outing, or regulation 102C for transportation provided by the service not related to an excursion.<sup>28</sup>
- Clear communication is undertaken with families regarding transporting their child/ren.
- All educators, staff and family volunteers are informed of and understand their roles, responsibilities, and expectations during the transportation of children.
- Educators include regular and on-going safety discussions with children as part of the educational program and prior to, on arrival and throughout an excursion/regular outing involving transport.
- Emergency services are contacted in the first instance, then parents/guardians are notified immediately or as soon as practicable after a serious incident, injury, trauma, or medical emergency during transportation.

### **Educational Program**

- Educators include health, safety, and wellbeing topics in the educational program.
- Children are educated as early as possible in their development, what is meant by 'feeling and being safe'.<sup>29</sup>

### **Communication and Training**

- The Director will identify and provide training, resources, information and guidance to assist staff, students, volunteers, contractors and visitors to support this policy in order to ensure a safe environment is provided for enrolled children at all times.
- Child protection training schedules will be regularly monitored by the Director to ensure all educators are up to date with their training.
- This policy and related policies and procedures will be easily accessible at all times for the Heritage community in hard copy at the service, online (via the Members Section of the website) and summarised in all service Handbooks.
- Notices will be clearly displayed at the service and available online in the Members Area in relation to National Child Safe Principles, reporting procedures for abuse/neglect, and complaints and grievance management procedures.
- This policy and related procedures will be discussed with educators, students and regular family volunteers on induction.
- This policy and related procedures will be reviewed regularly at staff meetings and be an on-going agenda item for the leadership team.

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<sup>28</sup> Refer to: Rationale and Legislative Background

<sup>29</sup> Refer to: Curriculum and Program Planning Policy; Child Protection Policy – section on Protective Behaviours;; References: [Child Safe – Body Safe Education](#)



## Summary of Key Roles and Responsibilities

| Role                                       | Responsible for:   |
|--|--|
| <b>Management Committee</b>                | <ul style="list-style-type: none"> <li>• Providing an up-to-date WWVP Check.</li> <li>• Reading the Committee Handbook and abiding by the Heritage Code of Conduct/Ethics and all service policies and procedures at all times.</li> <li>• Ensuring the service has an up-to-date Child Safe Environment Policy and Procedures document that is regularly reviewed, easily accessible to the Heritage community, and reflects current legislative requirements and best practice guidelines in early childhood education services.</li> <li>• This policy clearly sets out the roles and responsibilities of the Director, educators and others in the Heritage community.</li> <li>• Reasonable steps are taken to ensure the policy and procedures are implemented.</li> <li>• Supporting the Director to ensure the service is a <a href="#">child safe organisation</a> and embeds child safety and wellbeing into every aspect of the service and service culture.</li> <li>• Ensuring thorough staff screening and recruitment policies and procedures are in place that meet legislated requirements.<sup>30</sup></li> <li>• Ensuring there are policies and procedures in place to identify and mitigate risks in the Heritage environment, both on the premises and during excursions.<sup>31</sup></li> <li>• Ensuring there are policies and procedures in place to ensure the Director and educators are trained in and aware of current child protection obligations.<sup>32</sup></li> <li>• Supporting the Director to ensure the premises are safe, hygienic, and well maintained.</li> <li>• Supporting the Director to ensure the education and care environment is free from tobacco, illicit drugs and alcohol.</li> <li>• Supporting the Director in responding to any complaints in relation to this policy and notifying the relevant authorities as required.<sup>33</sup></li> </ul> |
| <b>Director/<br/>Nominated Supervisors</b> | <ul style="list-style-type: none"> <li>• Ensuring the service operates in line with the <i>Education and Care Services National Law</i> and <i>National Regulations 2011</i> at all times.</li> <li>• Taking all reasonable steps to ensure this policy and associated procedures are implemented at the service.</li> <li>• Ensuring risk assessments are up to date and thorough.</li> <li>• Maintaining educator-to-child ratios and adequate supervision in line with legislative requirements.</li> <li>• Ensuring all staff are appropriately screened, qualified and have on-going access to relevant professional development.</li> <li>• Ensuring the premises and equipment are safe, hygienic and well maintained.</li> <li>• Ensuring the education and care environment is free from tobacco, illicit drugs and alcohol.</li> <li>• Ensuring safety checks are undertaken as per the WHS schedule.</li> </ul>   |

<sup>30</sup> Refer to: Employment and Recruitment Policy

<sup>31</sup> Refer to: WHS Policy and Procedures

<sup>32</sup> Child Protection Policy and Procedures

<sup>33</sup> Refer to: Complaints and Grievance Management Policy



|                         |   |
|-------------------------|---|
|                         | <ul style="list-style-type: none"> <li>• Ensuring regular monitoring of the environment occurs throughout the day to meet the needs of the children, including daily shade patterns, water hazards, UV index, natural disaster impacts etc.</li> <li>• Regularly monitoring child protection training schedules and ensuring all educators and staff are up-to-date with their training.</li> <li>• Ensuring educators follow service procedures in relation to the use of social media, out of hours contact/professional boundaries and photographs/ images of children.<sup>34</sup></li> <li>• Ensuring attendance records and visitor records are accurately kept.</li> <li>• Ensuring that no child is left alone (out of sight) with another adult (staff member, contractor, visitor, volunteer, student, or parent/guardian) at the service, unless they are the child’s parent/guardian.</li> <li>• Identifying and providing appropriate resources and training to assist staff, students, volunteers, contractors and visitors to implement a child safe service and this policy and procedures.</li> <li>• Providing all staff, students and regular volunteers working directly with children with easy access to this policy and the Child Protection Policy.</li> <li>• Providing all staff, students and regular volunteers working directly with children with a service Handbook, including procedures for their role as Mandatory Reporters.</li> <li>• Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.</li> <li>• Providing ongoing communication with educators and staff, such as at staff meetings, about their responsibilities in relation to this policy, how to identify hazards and evaluate risks and minimise risks, and any changes to policies, procedures or legislation.</li> <li>• Cooperating with other services and/or professionals in the best interests of children and their families.</li> <li>• Ensuring that families are made aware of support services available to them and of the assistance these services can provide.</li> <li>• Protecting the rights of children and families and encouraging their participation in decision-making at the service.<sup>35</sup></li> </ul> |
| <p><b>Educators</b></p> | <ul style="list-style-type: none"> <li>• Acting in accordance with the obligations outlined in this and related policies at all times.</li> <li>• Maintaining required staff ratios and providing <a href="#">active supervision</a> at the service and on excursions at all times.</li> <li>• Ensuring that no child is left alone (out of sight) with another adult (staff member, contractor, visitor, volunteer, student, or parent/guardian) at the service, unless they are the child’s parent/guardian.</li> <li>• Ensuring safety checks are undertaken according to the WHS schedule.</li> <li>• Ensuring the education and care environment is free from tobacco, illicit drugs and alcohol.</li> <li>• Keeping up to date with appropriate first aid qualifications.</li> <li>• Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy.</li> <li>• Raising concerns when barriers or threats to the protection of enrolled children’s safety and wellbeing are identified, including through the conduct of other adults at the site/service.</li> <li>• Following all record keeping, including attendance record requirements.</li> <li>• Undertaking appropriate training and education on child protection.</li> </ul>   |

<sup>34</sup> Refer to: Social Media Policy and Procedures; Reportable Conduct Policy and Procedures; Educator Handbook.

<sup>35</sup> Refer to: Heritage Code of Conduct/Ethics



|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Identifying potential for risk and harm to a child at the service and developing and implementing effective prevention strategies in consultation with the Director.</li> <li>• Interacting respectfully with children at all times, respecting their dignity and understanding their individual and additional needs/action plans.<sup>36</sup></li> <li>• Including health, safety, wellbeing and child safe/body safe education in the educational program.</li> <li>• Co-operating with other services and/or professionals in the best interests of children and their families.</li> <li>• Informing families of support services available to them and of the assistance these services can provide.</li> <li>• When a parent is delayed at pick-up, following the Late and Non-Collection of Children Procedures and never taking a child to their home.</li> <li>• Following the procedures set out in the Child Protection Policy immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child at the service.</li> <li>• Notifying the Director or Chair of the Management Committee immediately on becoming aware of any concerns, complaints or allegations regarding the health, safety and welfare of a child at the service.</li> <li>• Offering support to the child and their family, and to other staff in response to concerns or reports relating to the health, safety and wellbeing of a child at the service.</li> <li>• Maintaining confidentiality at all times in accordance with the Privacy and Confidentiality Policy.</li> </ul> |
| <p><b>Families</b></p>                       | <ul style="list-style-type: none"> <li>• Following the Heritage Code of Conduct/Ethics at all times.</li> <li>• Becoming familiar with this policy and all service policies available online in full in the Members Area of the website, summarised in the Family Handbook, and in hardcopy in the Policy Manual at the Front Entrance.</li> <li>• Providing written authorisations or refusals, including for photography and videos, on the Enrolment Form.</li> <li>• Following the Social Media Policy and not sharing photography or images of children taken at the service without permission from the child’s family.</li> <li>• Reporting any concerns in relation to the health, safety and wellbeing of enrolled children to the Director in a timely manner.</li> </ul>  |
| <p><b>Student and Regular Volunteers</b></p> | <ul style="list-style-type: none"> <li>• Providing an up-to-date WWVP Check.</li> <li>• Reading and signing the Relief Educator Handbook.</li> <li>• Abiding by the Heritage Code of Conduct/Ethics and all service policies and procedures at all times.</li> <li>• Becoming familiar with this policy and other policies summarised in the Relief Educator Handbook, available in full online in the Members section of the service website and in hardcopy in the Policy Manual in the Front Entrance and Staff Resources Room.</li> <li>• Reporting any concerns in relation to the health, safety and wellbeing of enrolled children promptly to the Director.</li> </ul>   |

<sup>36</sup> Refer to: Creating Inclusion and Equity Policy



## Monitoring, Evaluation and Review

- This policy will be monitored to ensure compliance with legislative requirements and the service will review this Policy in accordance with the regular policy review schedule or if deemed necessary through the identification of practice gaps or following an incident.
- Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved in any review.
- The service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family’s ability to utilise the service; the fees charged or the way in which fees are collected (Regulation 172).

## Related Policies and Procedures

| Name of Policy and Procedures Document      | Location  |
|---|---|
| Acceptance and Refusal of Authorisations    | Policies and Procedures documents in <a href="#">Members Area of Heritage website</a> .<br><br>Policy and Procedures Manuals in Office, Main Entrance and Staff Programming Room<br><br>Family Handbook, Educator/Relief Educator Handbook. |
| Allergy and Anaphylaxis                     |   |
| Behaviour Guidance                          |   |
| Child Protection                            |   |
| Code of Conduct/Ethics                      |   |
| Complaints and Grievance Management         |   |
| Clothing and Footwear                       |   |
| Creating Inclusion and Equity               |   |
| Curriculum and Program Planning             |   |
| Dangerous Products                          |   |
| Delivery and Collection of Children         |   |
| Emergency and Evacuation                    |   |
| Employment and Recruitment                  |   |
| Enrolment and Graduating Rooms              |   |
| Excursions and In-house Extra Activities    |   |
| First Aid for Injuries, Trauma, and Illness |   |
| Food Safety                                 |   |
| Hygiene and Infection Control               |   |
| Illness and Infectious Diseases             |   |
| Interactions with Children                  |   |
| Late and Non-Collection of Children         |   |
| Medical Conditions                          |   |
| Reportable Conduct                          |   |
| Safe Transportation of Children             |   |
| Social Media                                |   |
| Staff Underperformance and Misconduct       |   |
| Students and Volunteers                     |   |
| Supervision                                 |   |
| Privacy and Confidentiality                 |   |
| Water Safety                                |   |
| Work Health and Safety                      |   |



## References and Further Reading

- ACECQA. (2022). [Guide to the National Quality Framework](#)
- ACECQA. (2021). [Providing a Child Safe Environment Policy Guidelines](#)
- ACECQA. (2018). [Active Supervision: Ensuring Safety and Promoting Learning](#)
- ACECQA. (2022). [Reporting requirements about children.](#)
- ACT Government. (2015-2025). [The ACT Children and Young People’s Commitment 2015-2025](#)
- ACT Government: Community Services: The Office for Children, Youth and Family Support. (2022). [Keeping Children and Young People Safe.](#) (Including online training)
- ACT Government - The Office for Children, Youth and Family Support (2020). [ACT Reportable Conduct Scheme.](#)
- ACT Government. (2022) [Have Your Say – Child Abuse Royal Commission](#)
- ACT Human Rights Commission. (n.d.) [Child Safe, Child Friendly Canberra](#)
- Australian Human Rights Commission. (n.d.) [Child Safe Organisations Resources](#)
- Australian Human Rights Commission. (2015-2018). [The Supporting Young Children’s Rights: Statement of intent \(2015-2018\)](#)
- Australian Institute of Family Studies. (2018). [What is child abuse and neglect.](#)
- Australian Institute of Family Studies. (2021). [Pre-employment screening: Working with Children Checks and Police Checks that Operate Around Australia.](#)
- CELA (2021). [Sample Providing a Child Safe Environment Policy.](#)
- Child and Youth Protection Services. (2021). [Reporting Child Abuse and Neglect.](#)
- NSW Government: Office of the Children’s Guardian. (2022). [Risk Management and the Child Safe Standards](#)
- UNICEF. (2014). [Summary of United Nations Convention on the Rights of the Child.](#)
- University of Melbourne Early Learning Centre. (2016). [Child Safe Environment Policy.](#)

## Useful Websites and Contacts

- [Act for Kids – Learn to be Safe](#)
- [Body Safe Education for Children](#)
- Public Advocate and Children and Young People Commissioner: Ph: [02 6205 2222](tel:0262052222) or email: [ACTkids@act.gov.au](mailto:ACTkids@act.gov.au)
- [Australian Childhood Foundation](#)
- [Kidsafe](#)
- [Kids Helpline.](#) Phone: 1800 55 1800. “Any Reason, Any Time”
- [National Association for Prevention of Child Abuse and Neglect \(NAPCAN\)](#)

## Version Control and Change History

| Version Number | Approval Date | Approved by          | Author and Amendments  |
|----------------|---------------|----------------------|--|
| 1              | December 2019 | Management Committee | New policy created by separating out relevant sections of the Work Health and Safety Policy and other health and safety related policies to better meet the requirement under the National Regulations 2011 to have a specific policy in relation to providing a child safe environment.   |
| 2              | 13 June 2023  | Management Committee | Author: Julia Charters. Added Contents Page. Updated to include National Principles for Child Safe Organisations. Expanded Legislative Background to reflect ACT legislation being grounded in human rights. Added sections on Creating and Child Safe Environment, Transportation, Communication and Training. Added hyperlinks and Checklists as Appendices. |





## Appendix 1: Child Safe Risk Assessment

| Risk Factors   | Risk without Mitigation | Policies and Procedures in place to Mitigate Risk   | Risk with Mitigation | Evaluation   |
|--|-------------------------|---|----------------------|--|
| <b>Accidental Harm</b><br>from poorly maintained environment leading to injury or high-risk activity                   | Extreme                 | Work Health and Safety Policy<br>Child Safe Environment Policy<br>Supervision Policy<br>Water Safety Policy<br>Curriculum and Program Planning Policy<br>First Aid Policy<br>Emergency and Evacuation Policy<br>Dangerous Products Policy<br>Food Safety Policy<br>Hygiene Policy | Low                  | Quality educator:child ratios<br>Safety checks of the environment and equipment.<br>Risk assessments of environment, regular outings, and excursions.<br>Developmentally appropriate educational program.<br>Educators trained in first aid and water safety are available at all times.<br>Emergency and Evacuation Drills  |
| <b>Physical Abuse</b><br>from physical punishment, pushing, shoving, punching, biting, kicking                         | High                    | Employment and Recruitment Policy<br>Code of Conduct<br>Behaviour Guidance Policy<br>Child Protection Policy<br>Reportable Conduct Policy<br>Child Safe Environment Policy<br>Interactions with Children Policy<br>Staff Misconduct & Underperformance Policy.                    | Low                  | WWVP and Reference Checks for Staff<br>Code of Conduct Signed.<br>Respectful interactions with children at all times<br>Behaviour guidance approach to supporting children's behaviour.<br>Active supervision at all times.<br>All staff well supported through relevant professional development.<br>Complaints and staff misconduct procedures clear and communicated. |
| <b>Psychological/ Emotional Abuse</b><br>Bullying, threatening language, shaming, intentionally ignoring and isolating | High                    | Employment and Recruitment Policy<br>Code of Conduct<br>Child Protection Policy<br>Child Safe Environment Policy<br>Behaviour Guidance Policy<br>Interactions with Children Policy  | Low                  | WWVP and Reference Checks for Staff<br>Code of Conduct Signed.<br>Respectful interactions with children at all times<br>Behaviour guidance approach to supporting children's behaviour.<br>Active supervision at all times.<br>All staff well supported through relevant professional development.<br>Complaints and misconduct procedures clear and communicated.       |
| <b>Neglect</b><br>Lack of supervision<br>Not providing adequate nourishment  | High                    | Employment and Recruitment Policy<br>Code of Conduct<br>Child Protection Policy<br>Child Safe Environment Policy  | Low                  | WWVP and Reference Checks for Staff<br>Code of Conduct Signed.<br>Active supervision at all times.   |



|   |      |   |     |   |
|---|------|---|-----|---|
| Not providing adequate clothing or shelter<br>Not meeting the specific physical or cognitive needs of children.   |      | Supervision Policy<br>Nutrition and Oral Hygiene Policy<br>Food Safety Policy<br>Clothing and Footwear Policy<br>Creating Inclusion and Equity Policy   |     | All staff well supported with relevant professional training to meet children's individual and additional needs as communicated on enrolment by families and on-going.<br>Complaints and misconduct procedures clear and communicated.  |
| <b>Sexual abuse</b><br>Sexual abuse, assault and exploitation.<br>Grooming<br>Inappropriate touching<br>Inappropriate conversations of a sexual nature<br>Crossing professional boundaries.   | High | Employment and Recruitment Policy<br>Code of Conduct<br>Child Protection Policy<br>Child Safe Environment Policy<br>Interactions with Children Policy<br>Behaviour Guidance Policy<br>Reportable Conduct Policy<br>Staff<br>Underperformance and Misconduct Policy<br>Social Media Policy<br>Privacy and Confidentiality Policy | Low | WWVP and Reference Checks for Staff.<br>Code of Conduct Signed.<br>Staff trained to engage in respectful interactions with children at all times.<br>Staff trained to recognise signs of grooming/ abuse/neglect.<br>Staff issued with Child Protection Policy on induction and trained in reporting procedures.<br>Child Protection Procedures reviewed at staff meetings and available at all times online and in Handbooks.<br>Consent required for photography on enrolment.<br>Complaints and misconduct procedures clear and communicated |
| <b>Cultural Abuse</b><br>Lack of cultural respect, racial or cultural vilification or discrimination<br>Lack of support to enable a child to be aware of and express their cultural identity. | High | Heritage Philosophy<br>Code of Conduct<br>Creating Inclusion and Equity Policy  | Low | Code of Conduct Signed.<br>Staff well supported with relevant professional training.<br>Complaints and misconduct procedures clear and communicated.<br>Staff Handbook details professional expectations and behaviour  |

| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
|             |                | Consequence   |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
| Likelihood  | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |



## Appendix 2: Being a Child Safe Organisation – Checklist

| Child Safe Awareness Area  | Yes | No | If no, resources to build awareness  |
|--|-----|----|--|
| I am aware of the Child Safe Principles  |     |    | <a href="https://hrc.act.gov.au/wp-content/uploads/2018/07/Child-Safe-Child-Friendly-Canberra-Information-Resource-1.pdf">https://hrc.act.gov.au/wp-content/uploads/2018/07/Child-Safe-Child-Friendly-Canberra-Information-Resource-1.pdf</a>  |
| As an individual, I am aware of what a child safe organisation is.   |     |    | <a href="https://hrc.act.gov.au/wp-content/uploads/2018/07/Child-Safe-Child-Friendly-Canberra-Information-Resource-1.pdf">https://hrc.act.gov.au/wp-content/uploads/2018/07/Child-Safe-Child-Friendly-Canberra-Information-Resource-1.pdf</a>  |
| The following values underpin the service/organisation approach to a child safe culture: <ul style="list-style-type: none"> <li>• The best interests of children and their protection from harm is paramount</li> <li>• Child abuse is not tolerated and must not happen</li> <li>• Children’s rights are understood and respected</li> <li>• Concerns about child safety raised by children and their parents and carers are acted on.</li> <li>• Reporting abuse is not obstructed or prevented</li> </ul> |     |    |  |
| As an individual, I have completed Child Safe eLearning  |     |    | <a href="https://childsafe.humanrights.gov.au/learning-hub/e-learning-modules">https://childsafe.humanrights.gov.au/learning-hub/e-learning-modules</a><br><a href="https://ocg.nsw.gov.au/events">https://ocg.nsw.gov.au/events</a>   |
| As an individual, I have a clear understanding of grooming behaviour.  |     |    | <b>Refer to:</b> Reportable Conduct Policy   |
| As an individual, I know what a CSRMS (Child Safe Risk Management Strategy) is.  |     |    | <a href="https://ocg.nsw.gov.au/events">https://ocg.nsw.gov.au/events</a><br>Modules 2 and 3   |
| The service has conducted a CSRMS (Child Safe Risk Management Strategy).   |     |    | <b>Refer to:</b><br>WHS Risk Assessments<br>Child Protection Risk Assessment<br><a href="https://ocg.nsw.gov.au/resources">https://ocg.nsw.gov.au/resources</a><br><a href="https://ocg.nsw.gov.au/sites/default/files/2022-03/G_CSS_Risk%20Management_Resourceprt1.pdf">https://ocg.nsw.gov.au/sites/default/files/2022-03/G_CSS_Risk%20Management_Resourceprt1.pdf</a> |
| The service/organisation CSRMS (Child Safe Risk Management Strategy) has been reviewed and currently being implemented.  |     |    | <a href="https://ocg.nsw.gov.au/events">https://ocg.nsw.gov.au/events</a><br>Module 4  |
| The service/organisation CSRMS (Child Safe Risk Management Strategy) has been publicised, promoted and distributed to all relevant stakeholders.   |     |    | <a href="https://ocg.nsw.gov.au/events">https://ocg.nsw.gov.au/events</a><br>Module 4  |
| The service has identified intentional and accidental types of harm a child could be subjected to and indicated whether the harm is physical, psychological, sexual or neglect.  |     |    | <b>Refer to:</b> WHS Risk Assessments<br>Child Protection Risk Assessment<br><a href="https://ocg.nsw.gov.au/events">https://ocg.nsw.gov.au/events</a><br>Module 5   |
| The service/organisation induction includes the following: <ul style="list-style-type: none"> <li>• How the service/organisation maintains a child safe environment (including how it manages risks to children).</li> </ul>   |     |    | <b>Refer to:</b><br>Heritage Philosophy<br>Heritage Code of Conduct/Ethics<br>Employment and Recruitment Policy<br>Enrolment and Graduating Rooms Policy<br>Students and Volunteers Policy<br>Family Handbook  |



|  |  |  |  |
|--|--|--|--|
| <ul style="list-style-type: none"> <li>• What comprises neglect, physical, psychological and sexual abuse and what the indicators of these forms of abuse are, including identifying grooming.</li> <li>• What to do if abuse is witnessed or suspected, including reporting guidelines and procedures.</li> <li>• What is acceptable and appropriate behaviour when working with children.</li> <li>• What is unacceptable and inappropriate behaviour when working with children.</li> <li>• Children’s rights and responsibilities.</li> <li>• Worker’s rights and responsibilities.</li> <li>• What to expect if an allegation of harm is made against a worker.</li> <li>• The roles of key people within the organisation.</li> <li>• Complaints/Grievance procedures.</li> </ul>  |  |  | <p>Educator/Relief Educator Handbook<br/>Committee Handbook</p>  |
| <p>Our service/organisation has a Child Safe Policy that:</p> <ul style="list-style-type: none"> <li>• Describes the policy intent and who it applies to.</li> <li>• Describes how the service involves children and gets them to actively participate in the service</li> <li>• Describes how the service/organisation selects suitable workers to work with children.</li> <li>• Identifies Complaints Management and Reporting.</li> <li>• Describes what training the service provides and how the service/organisation supports and supervises workers.</li> <li>• Lists any other legislation, industry standards or internal policies which may be relevant to child safe policy.</li> <li>• Identifies the ways in which the service will communicate and educate its stakeholders on the key messages within the service/ organisation child safe policy.</li> <li>• Sets a date to review and update of the Child Safe Policy and Procedures for continuous improvement purposes.</li> </ul> |  |  | <p><b>Refer to:</b><br/>Child Safe Environment Policy.<br/>Child Protection Policy.<br/>Work Health and Safety Policy.<br/>Employment and Recruitment Policy<br/>Complaints and Grievance Management Policy.<br/><a href="https://ocg.nsw.gov.au/training-and-resources">https://ocg.nsw.gov.au/training-and-resources</a></p> |

Adapted from CELA being a Child Safe Organisation in NSW Checklist, June 2021

### Appendix 3: Child Protection Risk Assessment

| Risk Factors   | Risk without Mitigation | Policies and Procedures in place to Mitigate Risk  | Risk with Mitigation | Evaluation  |
|--|-------------------------|--|----------------------|---|
| <b>Opportunities for a child to be isolated within the program/premises</b>                            | Extreme                 | Supervision Policy<br>Late and Non-Collection of Children Policy.  | Low                  | Active supervision at all times.<br>No child left out of sight alone with any adult unless their parent/guardian/close family member.<br>Nappy change and toileting areas within sight of other educators.<br>Educator:Child ratios meet or exceed NQS<br>Two staff members on site at all times. |
| <b>Close physical contact with an adult other than a staff member</b>                                  | High                    | Supervision Policy.<br>Behaviour Guidance Policy<br>Child Protection Policy<br>Interactions with Children Policy | Low                  | Active supervision.<br>Respectful interactions with children at all times.  |
| <b>High Staff Turnover</b>   | High                    | Employment and Recruitment Policy  | Low                  | All staff well supported through relevant professional development, staff roster and relief staff management.   |
| <b>Unauthorised access by other people to the service (such as strangers or non-custodial parents)</b> | High                    | Supervision Policy<br>Delivery and Collection of Children Policy<br>Work Health and Safety Policy                | Low                  | Active supervision at all times, Security gates and fencing in good order.<br>Staff awareness of and procedures for authorised/unauthorised persons as given on Enrolment form.<br>Visitor Book.<br>Authorisation to Collect Child Form.<br>Shared knowledge of Child protection orders           |
| <b>Staff not recognising signs of abusive /neglectful behaviour</b>                                    | High                    | Child Protection Policy<br>Interactions with Children Policy   | Low                  | Staff are trained to engage in respectful interactions with children at all time.<br>Staff trained to recognise signs of abuse/neglect.   |
| <b>Low levels of awareness of child protection law, issues and reporting procedures.</b>               | High                    | Child Protection Policy  | Low                  | Staff issued with Child Protection Policy on induction.<br>Staff trained in Mandatory Reporting procedures.<br>Procedures reviewed at staff meetings.<br>Procedures available at all times online and in Policy and Educator/Relief Educator Handbooks  |



| Risk Matrix |                |               |          |          |          |              |
|-------------|----------------|---------------|----------|----------|----------|--------------|
| Likelihood  | Consequence    |               |          |          |          |              |
|             |                | Insignificant | Minor    | Moderate | Major    | Catastrophic |
|             | Almost certain | Moderate      | High     | High     | Extreme  | Extreme      |
|             | Likely         | Moderate      | Moderate | High     | Extreme  | Extreme      |
|             | Possible       | Low           | Moderate | High     | High     | Extreme      |
|             | Unlikely       | Low           | Low      | Moderate | High     | High         |
|             | Rare           | Low           | Low      | Low      | Moderate | High         |

**Refer to:** Child Protection Policy



### Appendix 4: Child Protection Review Checklist (refer to: Child Protection Policy)

This checklist has been developed to assist Heritage management to identify risks and issues in relation to child protection and the service policy and practices, including training and support for staff meet or exceed legislative requirements.

|  | Child Protection Question  | Yes, describe how  | No or only partly - describe what needs to be done | Person responsible for any action required | Timeline and review date |
|--|--|--|--|--|--------------------------|
| <b>Clear and public commitment to child protection</b> | Do all staff, students and family volunteers recognise that children are vulnerable?   | Yes<br>Philosophy outlines duty of care to nurture children.<br>Policies are in place to ensure respectful interactions, adequate supervision, provide a safe environment and identify and manage risks.     |  |  |                          |
|  | Are all children and families welcomed, consulted and respected at the service?  | Yes<br>Communication and Family Involvement Policy;<br>Inclusion and Equity Policy.<br>Individual and Additional Needs Policy;<br>Curriculum & Program Planning Policy;<br>Interactions with Children Policy |  |  |                          |
|  | Is there a specific child protection policy for the service?   | Yes  |  |  |                          |
|  | Have employees read and understood the Child Protection Policy?<br>Have contractors and volunteers been informed of their responsibilities regarding Child Protection? | Yes<br>Policy Handbook<br>Staff Handbooks<br>Policy Folder in Programming Room.<br>Contractors informed when show WWVP check card on entry.  | Family Volunteers sign Volunteer Declaration.      |  |                          |
|  | Are parents/ guardians made aware of this policy on enrolment of their child at the service?   | Yes<br>Policy Handbook access online and hardcopy.   |  |  |                          |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Employment of staff and volunteers</b>      | Are there adequate screening and induction procedures for staff, contractors, volunteers, and students on placement                                      | Yes<br>WWVP Check cards required and detailed recruitment and induction processes.<br>Detailed Duty Statements.<br>ANU contractors have a WWVP card and must show it on entry            |  |  |  |
|  | Is Staff Development offered to educators in the area of child protection?   | Yes.<br>Resources and information provided in this policy and specific staff development courses as required in child protection and also child development, risk management and safety. |  |  |  |
| <b>Support for Staff and Volunteers</b>        | Is there a Code of Conduct policy that explains the acceptable and unacceptable behaviours of parents/guardians, volunteers and students at the service? | Yes<br>Code of Conduct/Ethics for Staff and Families.<br>Employment and Recruitment Policy.<br>Staff Underperformance and Misconduct Policy.<br>Complaints and Grievances Policies       |  |  |  |
|  | Are employees aware of the risk of child abuse/neglect, and the different types and indicators?  | Yes.<br>This policy and Child Protection Policy provides definitions and indicators.   |  |  |  |
| <b>Reporting a Child Abuse/Neglect Concern</b> | Do staff understand and feel confident about the process for reporting and acting on concerns about child abuse/neglect?                                 | Yes.<br>Refer to Child Protection Policy and Procedures table.   |  |  |  |
|  | Do staff understand the additional support, assistance and resources available to support them in abiding by duty of care to protect children?           | Yes,<br>Refer to Training and Availability of Resources section in Child Protection Policy   |  |  |  |

Based on a checklist created by the Victorian Office of the Child Safety Commissioner (OCSC).