

Child Protection Policy

Publication Date:	January 2020
Review Date:	September 2022
Policy Officer:	Jacqui Gliddon – ELC Director
Related to National Quality Framework (Law and Regulations & National Quality Standards)	<p>Children's Protection Act 1993</p> <p>Children and Young People (Safety) Act 2017</p> <p>Children's Protection Act 1993</p> <p>Child Safety (Prohibited Persons) Act 2016</p> <p>Child Safety (Prohibited Persons) Regulations 2019</p> <p>Education Act 1972</p> <p>Education (Compulsory Education Age) Amendment Act 2007</p> <p>Education and Care Services National Regulation 84 – Awareness of child protection law.</p> <p>Education and Care Services National Regulation 155 – Interactions with children.</p> <p>Education and Care Services National Regulation 168 (h) – Providing a child safe environment.</p> <p>Education and Care Services National Regulation 171 – The approved provider of an education and care service must ensure that copies of the current policies and procedures required under regulation 168.</p> <p>National Quality Standard 2 – Children's Health and Safety</p> <p>2.2 – Safety – Each child is protected.</p> <p>2.2.1 – Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.</p> <p>2.2.2 – Incident and emergency – Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.</p> <p>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 and neglect.</p> <p>National Quality Standard 5 – Relationships with Children</p> <p>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.</p> <p>5.1.2 – Dignity and rights of the child – The dignity and rights of every child are maintained.</p> <p>National Quality Standard 7 – Governance and Leadership</p> <p>7.1.2 – Management systems – Systems are in place to manage risk and</p>

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	enable the effective management and operation of a quality service.
Related Policies, Guidelines, Standards and Frameworks	<p>Early Years Learning Framework</p> <p>Learning Outcome 1 – Identity – Children have a strong sense of identity.</p> <p>1.1 – Children feel safe, secure and supported.</p> <p>* Children have the right to establish and maintain respectful, trusting relationships with other children and Educators to support a safe environment where conversations and action can be taken.</p> <p>Learning Outcome 2 – Community – Children are connected with and contribute to their world.</p> <p>2.1 – Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>* Children has the right to belong to communities with the confidence and security that they will be safe and protected.</p> <p>Learning Outcome 3 – Wellbeing – Children have a strong sense of wellbeing.</p> <p>3.2 – Children take increasing responsibility for their own health and physical wellbeing.</p> <p>* Show increasing independence and competence in the safety for themselves and others within their interactions at the ELC and beyond.</p> <p>Learning Outcome 4 – Learning – Children are confident and involved learners.</p> <p>4.4 – Children resource their own learning through connecting with people, place, technologies and natural and processed materials.</p> <p>* Provide experiences that involve children in the broader community and environment beyond the early childhood setting that supports the understanding of safe practices and caring for oneself.</p> <p>CURIOSITY ELC Child Safe Environment Policy CURIOSITY ELC Code of Conduct Policy (Staff) CURIOSITY ELC Excursion Policy CURIOSITY ELC Family Communication Policy CURIOSITY ELC Interactions with Children, Families and Staff Policy CURIOSITY ELC Physical Environment Policy CURIOSITY ELC Privacy and Confidentiality Policy CURIOSITY ELC Record Keeping and Retention Policy CURIOSITY ELC Staffing Arrangements Policy CURIOSITY ELC Student and Volunteer Workers Policy CURIOSITY ELC Supervision Policy CURIOSITY ELC Work Health and Safety Policy</p> <p>Good Shepherd Lutheran School – Child Safe Policy Good Shepherd Lutheran School – Child Safety Code of Conduct</p>
Policy Officer Phone:	School: 8264 7966 ELC: 7127 2820
Policy Sponsor:	David Wilksch (GSLs, School Principal)
Applies to:	CURIOSITY Early Learning Centre at Good Shepherd Lutheran School, Para Vista
Key Words:	DCSI, Working with Children Check (WWCC) policy clearance, mandatory notification, non-attendance, child protection, child safety.
Definitions:	DCSI – Department of Human Services (SA) EYLF – Early Years Learning Framework ELC – Early Learning Centre GSLs – Good Shepherd Lutheran School Maltreatment - refers to non-accidental behaviour towards another person,

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	<p>which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically abuse refers to acts of commission and neglects acts of omission. Note that in practice, the terms child abuse and child neglect are used more frequently than the term child maltreatment.</p> <p>Mandatory Notification - is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In NSW, mandatory reporting is regulated by the Children and Young Persons (Care and Protection) Act 1998 (The Care Act).</p> <p>Mandatory Reporters - Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their paid or professional work:</p> <ul style="list-style-type: none"> • Teachers employed in a school, pre-school or kindergarten • Family day care educators and staff • Early childhood workers • Ancillary staff • Medical Practitioner • Pharmacists • Police Officers • Registered and enrolled nurses • Community Correction Officers • Social Workers • Minister of religion • A person who is an employee of, or volunteer in an organisation formed for religious or spiritual purposes • Volunteers working in education or childcare • Managers responsible for the above staff. <p>NQS - National Quality Standards</p> <p>Reasonable grounds - refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:</p> <ul style="list-style-type: none"> • First hand observation of the child or family • What the child, parent or other person has disclosed • What can reasonably be indirect based on observation, professional training and/ or experience <p>Risk of significant harm - refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.</p> <p>What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.</p> <p>Staff Team - All rostered Educators and volunteers</p> <p>WWCC - Working with Children's Check</p>
Status:	Active - 10/01/2020
Version	1.0
Policy Approved:	<p>Approved by:</p> <p>GSLS Management Representative Name: <u>David Wilksch</u></p> <p>Signature: <u></u></p> <p>CURIOSITY ELC Director Name: <u>Jacqui Gliddon</u></p>

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	Signature: <u>JEG Gliddon</u> Date: <u>10.01.2020</u>
Review Period:	3 Years

Version Control

Version	Action:	Date:
Policy .v1	Endorsed	10/01/2020

Policy Statement

At CURIOSITY ELC, a culture of safety and wellbeing is promoted to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

The United Nations Convention on the Rights of the Child (UNCRC) outline that children and young people have a right to be safe and cared for, no matter where they are or who they are with. Children have the right to be protected from violence, abuse or neglect. When working with children and young people, it is important to understand children's rights and needs.

We hold great responsibility in the area of child protection as we are committed to supporting the safety and wellbeing of all children in our community. We support the rights of every child and will act without hesitation to ensure a child safe environment is maintained at all times. It is also important to us that we support the rights and wellbeing of our Staff and Volunteers, and encourage their active participation in creating and maintaining a child safe environment for all members of our community.

CURIOSITY ELC, aligns itself to the 'Child Safe' and 'Child Safety Code of Conduct' Policy of Good Shepherd Lutheran School. This policy and 'Child Protection' Policy for the ELC is published on our website for the community as they are highly valued and underpin all we do at the Centre.

Aim

CURIOSITY Early Learning Centre places suitable measures and procedures in place to protect the health and safety for all children, employees, families and visitors attending the ELC.

Our ELC has a legal and ethical responsibility to identify possible risk and significant risk of harm to children at our Centre. We understand that we hold a Duty of Care to protect our children from all types of abuse and neglect and will adhere to our moral and legislative obligations at all times.

This policy provides the framework for:

- The development of work systems, practices, policies and procedures that promote child protection with CURIOSITY ELC.
- The creation of a positive and robust child protection culture.
- The promotion and open discussion of child protection issues identified within the ELC.
- Complying with all laws, regulations and standards relevant to child protection in South Australia.

The Education and Care Services National Law Act 2010 requires that Approved Provider/Nominated Supervisor/co-ordinators take reasonable care to protect children from foreseeable risk of harm, injury and infection. Therefore, this policy applies to staff, parents and children of CURIOSITY Early Learning Centre.

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Implementation Responsibilities

Under the Children and Young People (Safety) Act 2017 harm to a child includes physical and psychological harm caused by sexual, physical, mental or emotional abuse and neglect. Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident or can be a number of different incidents that take place over time.

In South Australia, under the Children's Protection Act 1993 (SA) child abuse may be:

- Physical
- Sexual
- Emotional
- neglectful

All education and child development staff are considered mandated notifiers under the Children's Protection Act 1993.

There is a legal obligation for mandated notifiers to notify the Department for Child Protection of all suspected cases of child abuse and neglect within their professional context. Staff also have an ethical responsibility to report experiences outside of their professional context.

Mandated reporters must report abuse when they have a suspicion on reasonable grounds. Proof that the abuse actually occurred is not required. Notifiers may have suspicion on reasonable grounds if:

- the child tells you they have been abused
- observations of a particular child's behaviour or knowledge of the child leads you to suspect that abuse is occurring
- a child tells you that he/she knows someone who has been abused
- Someone reliable such as relative, friend, neighbour or sibling tells you of the abuse to a child.

Failure to report suspicion of child abuse or neglect can result in being penalised as outlined in section 11 of the Children's Protection Act 1993.

From July 2019, all people who work in a 'prescribed position' working with children, need a working with children check. Registered teachers who have a current, valid DHS/DCSI child related employment screening, can still use this until it expires. A valid working with children check must be obtained before teacher registration can be renewed. Applications can be made through Department of Human Services. WWCC are valid for 5 years.

Indicators of Abuse

There are common physical and behavioural signs that may indicate abuse or neglect. The presence of one of these signs does not necessarily mean abuse or neglect. Behavioural or physical signs which assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect, however a single indicator can be as important as the presence of several indicators. Each indicator needs to be deliberated in the perspective of other indicators and the child's circumstances. A child's behaviour is likely to be affected if he/she is under stress. There can be many causes of stress and it is important to find out specifically what is causing the stress.

General indicators of abuse and neglect may include:

- Marked delay between injury and seeking medical assistance
- History of injury
- The child gives some indication that the injury did not occur as stated
- The child tells you someone has hurt him/her
- The child tells you about someone he/she knows who has been hurt
- Someone (relative, friend, acquaintance, and sibling) tells you that the child may have been abused.

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Indicators of Neglect

Child neglect is the continuous failure by a parent or caregiver to provide a child with the basic requirements needed for their growth and development, such as food, clothing, shelter, medical and dental care, and adequate supervision. Some examples are:

- Inability to respond emotionally to the child
- Child abandonment
- Depriving or withholding physical contact
- Failure to provide psychological nurturing
- Treating one child differently to the others.

General indicators of neglect in children may include:

- Poor standard of hygiene leading to social isolation
- Scavenging or stealing food
- Extreme longing for adult affection
- Lacking a sense of genuine interaction with others
- Acute separation anxiety
- Self-comforting behaviours, e.g. rocking, sucking
- Delay in development milestones
- Untreated physical problems.

Physical Abuse

Physical abuse is when a child has suffered, or is at risk of suffering, non-accidental trauma or injury, caused by a parent, caregiver or other person. Educators will be particularly aware of looking for possible physical abuse if parents or caregivers:

- Make direct admissions about fear of hurting their children
- Have a family history of violence
- Have a history of their own maltreatment as a child
- Make repeated visits for medical assistance.

General indicators of physical abuse in children may include:

- Facial, head and neck bruising
- Lacerations and welts
- Explanations are not consistent with injury
- Bruising or marks that may show the shape of an object
- Bite marks or scratches
- Multiple injuries or bruises
- Ingestion of poisonous substances, alcohol or drugs
- Sprains, twists, dislocations
- Bone fractures
- Burns and scalds.

Psychological Abuse

Psychological harm occurs where the behaviour of the parent or caregiver damages the confidence and self-esteem of the child, resulting in serious emotional deficiency or trauma. In general, it is the frequency and duration of this behaviour that causes harm. Some examples are:

- Constant or excessive criticism, condescending, teasing of a child or ignoring or withholding admiration and affection
- Excessive or unreasonable demands
- Persistent hostility, severe verbal abuse, and rejection
- Belief that a specific child is bad or 'evil'
- Using inappropriate physical or social isolation as punishment
- Exposure to domestic violence
- Intimidating or threatening behaviour.

General indicators of psychological abuse in children may include:

- Feeling of worthlessness about them
- Inability to value others

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- Lack of trust in people and expectations
- Lack of 'people skills' necessary for daily functioning
- Extreme attention seeking behaviours
- Extremely eager to please or obey adults
- May take extreme risks, is markedly disruptive, bullying, or aggressive
- Other behavioural disorders (disruptiveness, aggressiveness, bullying)
- Suicide threats (in young people)
- Running away from home.

Sexual Abuse

Sexual abuse is when someone involves a child in a sexual activity by using their authority over them or taking advantage of their trust. Children are often bribed or threatened physically and psychologically to make them participate in the activity. Some examples may include:

- Exposing the child to the sexual behaviours of others
- Coercing the child to engage in sexual behaviour with other children or adults
- Verbal threats of sexual abuse
- Exposing the child to pornography.

General indicators of psychological abuse in children may include:

- The child describes sexual acts
- Direct or indirect disclosures
- Age inappropriate behaviour and/or persistent sexual behaviour
- Self-destructive behaviour
- Regression in developmental achievements
- Child being in contact with a suspected or known perpetrator of sexual assault
- Bleeding from the vagina or anus
- Injuries such as tears to the genitalia.

Domestic Violence

Domestic violence, or intimate partner violence, is a violation of human rights. It involves violent, abusive or intimidating behaviour carried out by an adult against a partner or former partner to control and dominate that person. Domestic violence causes fear, physical, and/or psychological harm. It is most often violent, abusive, or intimidating behaviour by a man against a woman, but can also be these behaviours by a woman against a man. Living with domestic violence has a profound effect upon children and young people and may therefore constitute a form of child abuse.

General indicators of domestic violence in children may include:

- Demonstrate aggressive behaviour
- Develop phobias & insomnia
- Experience anxiety
- Show signs of depression
- Have diminished self esteem
- Demonstrate poor academic performance and problem solving skills
- Have reduced social skills including low levels of empathy
- Show emotional distress
- Have physical complaints.

All staff have a responsibility to recognise and respond to concerns for safety, welfare and the wellbeing of children and young people, and to report these concerns to management. According to the *Children and Young Persons (Care and Protection) Act 1998* mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they suspect on reasonable grounds a child is at risk of significant harm because:

- The child's basic physical or psychological needs are not being met or are at risk of not being met
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for the child to receive necessary medical care
- The parents or other caregivers have not arranged and are unable or unwilling to arrange for a school age child to receive an education
- The child has been, or is at risk of being physically or sexually abused or ill-treated

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- The child is living in a household where there have been incidents of domestic violence and they are at risk of serious physical or psychological harm
- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm.

Child Protection Risk Management Strategy

The Approved Provider, Nominated Supervisor, employees and volunteers will implement a Child Protection Risk Management Strategy to ensure the health, wellbeing and safety of all children at the service, protect children from harm and protect the integrity of employees and volunteers. The Strategy includes the following components:

1. Complying to this policy and all its details.
2. Code of Conduct
3. Recruitment, Selection and Training Procedures for employees and volunteers which include child protection principles
4. Procedures for handling disclosures and suspicions of harm Reporting and Documenting Abuse or Neglect
5. Procedures for Managing Breaches
6. Risk Management for High Risk Activities and Special Events
7. Strategies for Communication and Support.

2. Code of Conduct

CURIOSITY ELC upholds the Code of Conduct Policy for employers, educators, volunteers, students, families and children to ensure the safety and wellbeing of children. This policy is presented at staff induction and reviewed at the beginning of each year.

3. Recruitment, Selection and Training Procedures

The Principal or Delegated Authority will implement recruitment, professional development and training procedures for employees and where relevant volunteers to ensure no-one at the service poses a risk to children and everyone understands how to manage disclosures or suspicions of harm (Recruitment procedures at Appendix A).

Requirements include:

- Job advertisements which include qualifications and skills required, and culture of child safety and protection
- Job descriptions which outline level of professional skills and responsibilities
- processes (including job advertisements) which ensure employees and volunteers have clear Working With Children Checks (WWCC) or they are exempt (see <https://screening.sa.gov.au/>). However, the Approved Provider or Nominated Supervisor may require working with children checks for people who are exempt
- Interview questions and referee checks which reference person's approach to child safety and protection
- Documented induction/ orientation checklists which reference child safety and protection, supervision, compliance with National Law and Regulations, NQS, Code of Conduct, policies and procedures
- Annual training and development to ensure individuals are clear about their roles and responsibilities to protect children from harm, are aware of their reporting obligations, can confidently recognise the indicators of harm and understand documenting and reporting procedures
- In addition to this, each staff member and volunteer must complete the online training course, 'Valuing Safe Communities' set out by the Lutheran Education system to ensure that the priorities of child protection within this denomination is recognised as being highly valued. Modules from this training is reviewed annually at staff orientation training.
- Annual performance appraisals for employees in alignment with their Professional Learning Plans.
- Regular inclusion of child protection and risk management strategy annually in staff meetings and annual review of written training plans which must include Child Protection matters (eg disclosures and suspicions of harm)
- Providing access to relevant legislation and other resources to help employees and volunteers meet their obligations.

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Additional information is available about 'Child Safe Environments' at Department for Education
<https://www.education.sa.gov.au>

4. Procedures for managing disclosures and suspicions of harm

What is a *disclosure* of harm?

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened, is happening, or is likely to happen to a child. Disclosures of harm may start with:

- I think I saw...||
- Somebody told me that...||
- Just think you should know...||
- I'm not sure what I want you to do, but...||

What is a *suspicion* of harm?

A suspicion of harm is when someone has a reasonable suspicion that a child has suffered, is suffering, or is at an unacceptable risk of suffering significant harm. Note there may be circumstances where there is concern for a child's welfare but it does not reach the threshold to be considered a disclosure or suspicion of harm. In this case educators will connect families with Family and Child Connect with the family's consent.

The Approved Provider, Nominated Supervisor, employees and volunteers may suspect harm if:

- a child says they have been harmed
- someone else, for example another child, a parent, or an employee, says harm has occurred or is likely to occur
- a child tells them they know someone who has been harmed (it is possible that they may be referring to themselves)
- they are concerned at significant changes in the behaviour of a child, or the presence of new unexplained and suspicious injuries
- they see the harm happening.

Managing and recording a disclosure of harm

If the Approved Provider, Nominated Supervisor, educators have concerns about the safety of a child they will:

- Find a private place to talk
- Remain calm and listen in an attentive, active and non-judgemental way
- Encourage the person (including a child) to talk in their own words
- Take anything a child says seriously
- Allow children to be part of decision-making processes where appropriate
- Ask just enough open ended questions to act protectively without asking any leading questions which suggest an answer and could compromise later investigations
- Assure the person they have done the right thing in revealing the information and they'll need to tell someone who can help keep them safe
- Not try to investigate or mediate the matter themselves
- Record their own observations as well as accurate details of any conversation with a parent (who may for example explain a noticeable mark on a child)
- Document as soon as possible so the details are accurately captured including:
 - time, date, location and who was present
 - full details of the (suspected) abuse
 - exactly what the person said using "I said", "they said," statements
 - the questions educators asked
 - any comments educators made
 - educators' actions following the disclosure
- Ensure the managements and storage of records complies with our Privacy and Confidentiality Policy.
- Follow our reporting procedures.

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Managing and recording a suspicion of harm

The Approved Provider, Nominated Supervisor, employees and volunteers will:

- Remain alert to any warning signs or indicators
- Pay close attention to changes in the child's behaviour, ideas, feelings and the words they use
- Make written notes of observations in a non-judgemental and accurate manner, and manage in line with our Privacy and Confidentiality Policy
- Assure a child that they can come to talk when they need to, and listen to them and believe them when they do
- Follow our reporting procedures

See template at Appendix C

Making a Report

A report will be made using the following procedure preferably on the same day there is a disclosure or suspicion of significant harm, and no later than 24 hours after the disclosure or suspicion.

The Approved Provider, Nominated Supervisor, employees and volunteers will:

1. Consider whether disclosure or suspicion needs to be reported to Police
 - Contact the police on 000 if there is an immediate danger to a child and intervene immediately if it is safe to do so
 - Contact the police where the child has been or may be the victim of a criminal offence (including where a child is at risk of significant harm outside the family)
 - Get clear guidance from Police about who will tell child's parents about the disclosure and who can give ongoing support
2. Consider whether the disclosure or suspicion must be reported to Department for Child Protection
 - Make a report by phone to the Department for Child Protection on 13 14 78 (available 24 hours/7 days). If unsure about reporting ring the hotline for advice. Non-serious cases can be reported on-line. After hours number: 13 16 11
 - Make the report with the assistance or support of the Nominated Site Supervisor (School Leadership Team). If the Nominated Site Supervisor does not follow through and make the report, employees and volunteers will make the report
 - Get clear guidance from the person answering about who will tell child's parents of the disclosure and who can give ongoing support
3. Consider whether referral is needed to family services
 - Connect families with referral agencies where concerns of abuse or neglect do not require reports to Department for Child Protection or the Police. Under the legislation, supporting a family where children are at risk is important. See Department for Child Protection for details about family support services. Family consent will be sought before making referrals.
4. Consider whether you must notify ECEC Regulatory Authority
 - notify the Regulator about any incident, including any suspected or alleged incident, of child abuse that has occurred at the service. This includes any physical or sexual abuse that has occurred or is occurring while the child is at the service.

Allegations against Service Personnel

The reporting procedure above will also be followed where there are allegations of harm against the Approved Provider, Nominated Supervisor, employees or volunteers. The Principal or Delegated Authority will:

- Complete an Incident, Injury, Trauma and Illness Record and notify the Regulatory Authority within 24 hours of making the report
- Provide appropriate support for any employee/volunteer who has an allegation made against them
- Protect the identity of employees/volunteers in relation to unsubstantiated complaints
- Review the person's duties, and if they continue to interact with children, ensure they are appropriately supervised at all times
- Seek legal advice about restricting that person's work activities if relevant.

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Confidentiality

It is important that individuals keep a Report confidential while the matter is investigated. Employees or volunteers will not discuss the Report with people who are not involved, or inform the person they have made the complaint about, to ensure the matter can be investigated without prior knowledge and contamination of evidence.

Safeguards for reporters

Reports made Families SA or Police are kept confidential. Under the *Children's Protection Act 1993* if the report is made in good faith:

- the report will not breach confidence or standards of professional conduct
- the report can't incur civil or criminal liability
- the identity of the person making the report is protected. (However the Court may grant leave to reveal the person's identity if the evidence is critically important.)

A report is also an exempt document under the *Freedom of Information Act 1991*.

Support after disclosure

The Principal or Delegated Authority will provide assistance to access appropriate support and counselling services for all parties affected by a disclosure of harm.

5. Procedures for Managing Breaches

All employees and volunteers working with children have a duty of care to support and protect children which is breached if a person:

- Does something that a reasonable person wouldn't do in a particular situation
- Fails to do something that a reasonable person would do in the circumstances
- Acts or fails to act in a way that causes harm to someone owed a duty of care.

In relation to our Child Protection Risk Management Strategy, a breach of that duty of care includes any action or inaction by an employee, volunteer or child that fails to comply with any of the eight components of the Strategy.

Employees, volunteers or families should report the breaches to the Principal or Delegated Authority who will manage an investigation into the breach in a fair, unbiased and supportive manner in line with our Grievance Policy and Procedure (see Report Breach template at Appendix D). For example:

- Those involved in the breach will be able to provide their version of events
- Matters discussed in relation to the breach will be kept confidential
- An appropriate outcome will be decided
- Everyone affected will receive a clear written statement (letter, email or SMS) of the outcome
- Records will be kept about the details of the breach, including the versions of all parties and the outcome of the breach.

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant component of the Child Protection Risk Management Strategy, for example, the Code of Conduct
- Providing closer supervision
- Professional development and training
- Mediating between those involved in the incident (where appropriate)
- Disciplinary procedures if necessary
- Reviewing current policies and procedures and developing new policies and procedures if necessary
- Termination of employment.

5. Risk Management Plan for High Risk Activities and Special Events

The Nominated Supervisor and educators will analyse the risk of 'harm' to children for all relevant events including purchase of new equipment as well as high risk activities where there is an increased risk of harm to children for example:

- Water based activities

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- Special events like service concerts and family information days where there will be a large number of visitors or people present
- Events or activities where visitors will be present
- Excursions
- Playground renovations
- Activities using dangerous equipment

The Nominated Supervisor and educators will:

1. Identify all the elements of an activity (eg objectives, location, participants, transportation, toileting/change room procedures, appropriate supervision and adult to child ratios, photography policy, managing medications, managing illness and injury, procedure applying to visitors, physical environment)
2. Identify the risks
3. Analyse the likelihood and consequences of the risks
4. Evaluate the level of risk (eg low, moderate, high, extreme)
5. Implement strategies to eliminate or minimise the risk
6. Review the activity to determine how it could be improved

See Appendix E for a Risk Management template.

Where relevant (eg playground renovations) the Nominated Supervisor will encourage families to provide feedback on the risk of harm to children and strategies to minimise the risk. Feedback may be sought via newsletters or survey forms, or during parent information sessions.

7. Strategies for Communication and Support

The Nominated Site Supervisor will implement the following to ensure families, employees, volunteers and children are aware of our Child Risk Management Strategy:

- Regularly advise families and prospective families (at least every 12 months) via service newsletters, emails and information evenings about the reasons for and components of our risk management strategy, where they can access our Child Protection Policy and Risk Management Strategy, and that we welcome feedback about the Policy/Strategy. We may include what we aim to teach children about protective behaviour (see Appendix G)
- Provide written information about our risk management strategy during enrolment and orientation and include in Parent Handbook
- Regularly include (at least every 12 months) the reasons for and components of our risk management strategy in staff meetings and include in Staff Handbook
- Ensure educators talk to children about the Strategy where appropriate and provide any feedback to the Nominated Supervisor
- Display posters about child protection issues, including safe and supportive environments
- Include child protection issues and our risk management strategy in employees' performance and training plans
- Ensure educators regularly include learning about appropriate child protection issues in the Curriculum, including how to keep themselves safe, and what to do if they feel unsafe
- Make available to employees and families relevant resources regarding Child Protection.

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ACECQA Guide to the National Quality Framework Resource - <https://www.acecqa.gov.au/sites/default/files/2019-10/Guide-to-the-NQF.pdf>

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Children's Health and Safety – An analysis of Quality Area 2 of the National Quality Standard

Department of Education NSW Providing a child safe environment
<https://education.nsw.gov.au/teaching-and-learning/curriculum/preschool/policies-and-procedures/providing-a-child-safe-environment>

Early Childhood Australia Code of Ethics (2016)

Guide to the National Quality Standard. (2017), accessed 17/11/2019,
<https://www.acecqa.gov.au/sites/default/files/2019-10/Guide-to-the-NQF.pdf>

The Australian Human Rights Commission and Early Childhood Australia – Supporting young children's rights statement of intent (2015-2018).

United Nations Convention of Rights of the Child, (1989). (UNCRC)

Work Health and Safety Act 2011.

Recruitment Process

The Principal or Delegated Authority will oversee and approve the recruitment process:

- Ensuring there is a documented position description for the vacant position that is accurate and current.
- Arranging for the position to be advertised
- Ensuring there is a standard list of interview questions for all applicants
- Reviewing the applications that have been received and making a short list of applicants
- Arranging suitable interview times with the shortlisted applicants
- Contacting referees for the most suitable candidate(s). A Telephone reference Check Template is attached.
- Making an offer of employment in writing which the applicant must sign as an acceptance of the offer. The applicant must sign a contract of employment containing the specific terms and conditions of employment.
- Recruitment and selection decisions will be made by the Principal or Delegated Authority.

Job Description

Every position must have a position description which:

- Summarises the job and describes the tasks,
- Details the skills, qualifications and experience required to perform the job and whether these are essential or desirable criteria.
- Clearly describes the expectations for educators/staff members to provide a safe and supportive environment for children.

Advertising

- Positions may, at the discretion of the Principal or Delegated Authority and where relevant, be initially advertised internally via email. This process gives current employees the chance to be considered for a transfer or nominate a suitable contact as a potential candidate.
- External advertising will occur when a suitable internal candidate (including employee contact) is unavailable, or may occur concurrently with the internal advertising where the Principal or Delegated Authority believes it is in the service's best interests to source additional candidates.

The Job Advertisement

The job advertisement will be written in clear, concise and non-discriminatory language and will contain:

- The title of the position
- A summary of the role and conditions of employment
- The essential and desirable criteria for candidates
- Information about what applicants should provide with their applications
- Clear, concise details about our Service and our safe, supportive work practices
- Advice that the successful applicant will need to undergo a successful Working With Children Check, referee checks and identification, and that candidates will be asked to disclose any information relevant to their eligibility to engage in activities involving children
- The name of a contact person
- The closing date for receipt of applications
- A statement that the Service is an Equal Opportunity Employer

Interviews

The Principal or delegated authority will conduct the interview. The format of the interview will be:

- Advise the applicant about the position and the Service
- Discuss the applicant's skills and experience as they relate to the position
- Discuss the applicant's understanding of child safety and child protection. In relation to working with children checks:
 - advise who is responsible for the cost of the checks and how they're undertaken
 - that they must advise Approved provider or Nominated Supervisor immediately if there is a change in their criminal history or compliance with any ECEC law
- Answer any questions the applicant may have

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- Advise the applicant about the next steps in the selection process
- Obtain permission to contact the applicant's nominated referees.

Selection of Candidates and Offer of Employment

Following the interviews, we will check the work histories and references of the most suitable candidates(s) after obtaining their permission. We will include the following questions in those asked of referees:

- Would you employ the person again?
- Have you directly supervised the applicant and directly observed their work with children?
- Do you have any concerns about the applicant working directly with children?
- Can you give an example of a time when you observed the applicant managing a child with challenging behaviours?

If a decision is made to employ the most suitable candidate, we will make a written offer of employment.

The successful applicant must sign a contract of employment containing the specific terms and conditions of their employment.

Exit Interviews

If an employee resigns, management will undertake an exit interview with the person to:

- Gather information about the effectiveness of the recruitment process.
- Identify possible areas for improvement in organisational processes, management, job design, remuneration or career planning and development.
- Receive positive feedback on what is working well.

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Suspicion of Harm

Educators may suspect harm if:

- a child says they have been harmed
- someone else, for example another child, a parent, or an employee, says harm has occurred or is likely to occur
- a child says they know someone who has been harmed (it is possible that they may be referring to themselves)
- they are concerned at significant changes in the behaviour of a child, or the presence of new unexplained and suspicious injuries
- they see the harm happening.

Child's name _____

Why do you suspect harm? Try to use the exact words a child or someone else uses if relevant.

Provide as much detail as possible

If relevant, what date did the person say something? _____ What time? _____ AM/PM

Have you followed the procedure in the Child Protection Policy for making a report? Yes/No (circle)

Describe the actions you have taken because of your suspicion.

Name of person completing form

Signature of person completing form

Date _____

Time _____ AM/PM

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Disclosure of Harm Report

A disclosure of harm occurs when someone, including a child, tells you about harm that has happened, is happening, or is likely to happen to a child. Disclosures of harm may start with:

- I think I saw...||
- Somebody told me that...||
- Just think you should know...||
- I'm not sure what I want you to do, but...||

Child's name: _____

What is the name of the person who made the disclosure? _____

Are they related to the child? Yes ☐ No ☐

If yes, what is the relationship? _____

What did the person disclose? Try to use the exact words they used. Use "I said" "they said" statements, include any questions you asked and comments you made

What date did the person make the disclosure? _____ Time? _____ AM/PM

Where did the disclosure occur? _____

Was anyone else present during the disclosure? Yes ☐ No ☐

If yes what is/are their name, role and employer?

Have you followed the procedure in the Child Protection Policy for making a report? Yes/No (circle)

Describe the actions you have taken following the disclosure

Name of person completing form

Signature of person completing form

Date _____

Time _____ AM/PM

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Child Protection Risk Management Strategy Breach Incident Report Form

Date: _____ Time breach occurred: _____

Location of breach: _____

Name of person (s) involved in the breach:

Description of the breach:

Immediate action taken:

If no action taken, reason for:

Name of person completing form

Signature of person completing form

Date _____

Time _____ AM/PM

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Child Protection Risk Management Strategy – Template for High Risk Activity



STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6
Describe the activity <i>Identify all elements of the event from beginning to end eg activity, objectives, location, participants</i>	Identify Risks <i>Something that could happen that results in harm – also consider physical, emotional, sexual and cultural risks from children, adults, visitors, employees, volunteers</i>	Analyse the Risk <i>How likely is the risk, what would happen if the risk did occur?</i>	Evaluate the Risk <i>Likelihood/Consequences</i>	Manage the Risk <i>Assess the options to reduce the risk</i>	Review <i>Nominate who will review after the event/activity</i>

Appendix E

Determine likelihood of the risk by using the left hand column of the Risk Analysis Matrix (below). Use the impact information to determine the consequences level. Combine the Consequence and Likelihood ratings to arrive at the Risk Level (i.e. <i>Low, Medium, High</i> or <i>Critical</i>). CONSEQUENCES					
LIKELIHOOD	Insignificant	Minor	Moderate	Major	Extreme
Very likely Expected to occur in most circumstances	Medium	Medium	High	Critical	Critical
Likely Will probably occur in most circumstances	Low	Medium	High	High	Critical
Possible Might occur at some time	Low	Medium	Medium	High	High
Unlikely Not expected to occur	Low	Low	Medium	Medium	High
Rare Occurs in exceptional circumstances only	Low	Low	Low	Medium	Medium

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Working with Children Check Register (Student Educators & Volunteers)

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Educating Children about Protective Behaviour

Educators will regularly include child protection issues in the curriculum. For example they will intentionally teach children:

- about acceptable/unacceptable behaviour, and appropriate/inappropriate contact in a manner suitable to their age and level of understanding
- that they have a right to feel safe at all times
- to say 'no' to anything that makes them feel unsafe
- the difference between 'fun' scared that is appropriate risk taking and dangerous scared that is not ok
- to use their own skills to feel safe
- to recognise signs that they do not feel safe and need to be alert and think clearly
- that there is no secret too awful, no story too terrible, that they can't share with someone they trust
- that educators are available for them if they have any concerns
- to tell educators of any suspicious activities or people
- to recognise and express their feelings verbally and non-verbally
- that they can choose to change the way they are feeling.

Educators believe that:

- children are capable of the same range of emotions as adults
- children's emotions are real and need to be accepted by adults
- an adult's response to a child during their early emotional development can be hugely positive or detrimental depending on the adult's reaction
- children are very in touch with their bodies' reactions to their emotions
- children who better understand their body's response to an emotion are more able to foresee the outcome of a situation and avoid them or ask for help.

CURIOSITY Early Learning Centre Standard Collection Notice

1. CURIOSITY Early Learning Centre (ELC) collects personal information, including sensitive information, about children and parents or guardians before and during a child's enrolment at the ELC. The primary purpose of collecting this information is to enable the ELC to provide educational services for your child that meet National Quality Standards. Allied to this, information will also be used for enrolment and administrative purposes.
2. Some of the information we collect is to satisfy the ELC's legal obligations, particularly to enable the ELC to discharge its duty of care.
3. Laws governing or relating to the operation of ELC's require that certain information be collected. These include relevant Public Health and Child Protection laws.
4. Health information about children is 'sensitive information' within the terms of the Australian Privacy Principles (APPs) under the *Privacy Act*. We may ask you to provide medical information and reports about your child to inform our practice and ensure your child's medical needs are met to the best of our ability.
5. The ELC, as required, either by law or as appropriate for proper discharge of our duties, will disclose personal and sensitive information to others for administrative and educational purposes. This includes disclosure to other schools, government departments, medical practitioners and people providing services to the ELC, including specialist visiting teachers, sports coaches and volunteers and counsellors.
6. Personal information collected from children is regularly disclosed to their parents or guardians. On occasions, information and photos regarding learning journey's and other achievements, activities and similar information is published in the ELC iNewsletters, online platforms such as Storypark, Good Shepherd Lutheran School iNewsletters, website and, magazines. The ELC will obtain separate permissions from the children's parent or guardian prior to publication of photographs or other marketing avenues through the School Enrolment Form.
7. The ELC may store personal information in 'the cloud' which may mean that it resides on servers which are situated outside of Australia.
8. Parents or guardians may seek access to personal information collected about them by contacting the Director of the ELC. There will, however, be occasions when access is denied. Such occasions would include where access would have an unreasonable impact on the privacy of others, where access may result in a breach of the ELC's duty of care to the student, or where children have provided information in confidence.
9. The ELC's Privacy Policy also sets out how you may register a complaint about a breach of privacy and how the School will deal with such a complaint.
10. The ELC also, from time to time, engages in fundraising activities. Information received from you may be used to make an appeal to you. It may also be disclosed to organisations that assist in the ELC's fundraising activities solely for that purpose. We shall not disclose your personal information to third parties for their own marketing purposes without your consent.
11. If you provide the ELC with the personal information of others, such as doctors or emergency contacts, we encourage you to inform them that you are disclosing that information to the ELC and why. The ELC does not usually disclose this information to third parties unless permission is granted.

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