

# BEACONSFIELD KINDERGARTEN INC.

## CHILD SAFE ENVIRONMENT POLICY

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Mandatory– Quality Area 2

### PURPOSE

This policy provides a clear set of guidelines and procedures for Beaconsfield Kindergarten to:

- provide a safe environment for all children which ensures their safety, health and wellbeing
  - promote the cultural safety of all children
  - identify, reduce and remove risks of child abuse
  - intervene when a child may be at risk of abuse or neglect
  - involve children in child safety including listening to children and incorporating their views about how to provide a safe environment
  - make staff aware of their legal and duty of care obligations to report child abuse and neglect
  - respond to requests, share and request information to promote child wellbeing or safety and/or manage risk of family violence.
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### POLICY STATEMENT

#### Values

Beaconsfield Kindergarten Inc. has a moral and legal responsibility to ensure that all children are safe in their care, and will provide training, resources, information and guidance to support this.

Beaconsfield Kindergarten:

- is committed to the rights of all children to feel safe, and be safe, at all times including by:
  - promoting the cultural safety of Aboriginal children
  - promoting the cultural safety of children from culturally and linguistically diverse backgrounds
  - promoting the safety of children with a disability
  - promoting the (right to) safety of trans and gender diverse children and their families in ECEC settings
  - ensuring that LGBTIQ+ children and families feel included
- values, respects and cares for children
- fosters opportunities for each child to participate, express their views and to learn and develop
- always acts in the best interests of each child, with zero tolerance of child abuse
- takes all reasonable steps to ensure the health, safety and wellbeing of children at all times, whilst also promoting their learning and development
- actively manages the risks of abuse or harm to each child, including fulfilling our duty of care (refer to *Definitions*) and legal obligations to protect children and prevent any reasonable, foreseeable risk of injury or harm
- continuously improves the way our service identifies risks of and responds to child abuse, and encourages reporting and improved responses to allegations of abuse
- develops and maintains a culture in which children feel valued, respected and cared for
- encourages active participation from parents/guardians and families at the service, and ensures that best practice is based on a partnership approach and shared responsibility for children's health, safety, wellbeing and development
- proactively shares information with relevant authorities to promote the wellbeing and/or safety of a child or a group of children, consistent with their best interests.

## Scope

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisors, Persons in Day-to-day Charge, early childhood teachers, educators, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Beaconsfield Kindergarten Inc., including during offsite excursions and activities.

## RESPONSIBILITIES

RESPONSIBILITIES	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
<b>R</b> indicates legislation requirement, and should not be deleted					
Ensuring the learning environment provided considers appropriate child groupings, sufficient space, and includes carefully chosen and well-maintained resources and equipment (Regulation 103) (refer to <i>Injury, Incident, Trauma and Illness Policy</i> )	<b>R</b>	<b>R</b>	√		√
Creating a culturally safe environment for Aboriginal children	<b>R</b>	<b>R</b>	<b>R</b>		<b>R</b>
Ensuring public commitment to the cultural safety of Aboriginal children is available and displayed for public access ( <i>refer to Attachment 6</i> )	<b>R</b>	√			
Supporting and encouraging a child's ability to express their culture and enjoy their cultural rights	<b>R</b>	√	√		√
Understanding children's diverse circumstances, and providing support and responding to those who are vulnerable	<b>R</b>	√	√		
Implement risk assessments of the service environment and equipment to ensure risks to health, safety and wellbeing are minimised ( <i>National Law: Sections 167</i> ) (refer to <i>Occupational Health and Safety and Injury, Incident, Trauma and Illness Policy</i> )	<b>R</b>	<b>R</b>	√		√
Implementing risk management plans, considering risks posed by service setting, activities, and the physical environment	<b>R</b>	<b>R</b>	√		
Complying with the legislated ECT/educator-to-child ratios at all times ( <i>National Law: Sections 169, Regulations 123</i> ) (refer to <i>Supervision of Children Policy</i> )	<b>R</b>	<b>R</b>	√		√
Ensuring children are actively supervised at all times (Regulations 122) (refer to <i>Supervision of Children Policy</i> )	<b>R</b>	<b>R</b>	√		√
Ensuring all staff, contractors, volunteers and students do not consume, and are not under the influence of, alcohol and are not affected by drugs (Regulations 82, 83) (refer to <i>Tobacco, Alcohol and Other Drugs Policy</i> )	<b>R</b>	√	√		√
Providing leadership for an organisational culture of accountability for child safety which is open to scrutiny and is continuously	<b>R</b>	√			

reviewed and improved					
Ensuring there is a child safe champion/s who can lead discussions, answer questions and support child safety and wellbeing. At Beaconsfield Kindergarten the child safe champions will be the Centre Manager and Nominated Supervisors	R	√			
Advising staff of current child protection legislation, and their legal and duty of care obligations (Regulation 84)	R	√			
Undertaking child safety reviews and developing an action plan to maintain Child Safe Standards (refer to <i>Definitions</i> ) at Beaconsfield Kindergarten	R	√	√	√	√
Keeping up to date and complying with any relevant changes in legislation and practices in relation to this policy	R	√	√	√	√
Contributing to an organisational culture of child safety	R	√	√	√	√
Ensuring continuous improvement in the implementation of the Child Safe Standards (refer to <i>Definitions</i> ) at Beaconsfield Kindergarten, and promoting an organisational culture of accountability for child safety which is open to scrutiny and is continuously reviewed and improved (refer to <i>Sources</i> )	R	R	√	√	√
Conducting recruitment and induction processes for staff in line with this policy (refer to Attachment 1)	R				
Screening contractors, volunteers and students in line with their roles and this policy (refer to Attachment 2)	R				
Ensuring that contractors, volunteers, students, parents/guardians and other visitors to the service are not left with sole supervision of individual children or groups of children	R	R	√		
Ensuring that contact is prevented, or responding if it has occurred, when the service has been notified of a court order prohibiting an adult from contacting an enrolled child	R	R	√		
Validating Working with Children Clearance (refer to <i>Definitions</i> ) or Victorian Institute of Teaching Registration before staff, contractors, volunteers and students commence working with children (refer to <i>Staffing Policy</i> )	R	√			
Identifying the potential for child abuse at Beaconsfield Kindergarten, and developing and implementing effective prevention strategies	R	R	R		
Following processes for responding to and reporting suspected child abuse (refer to Attachment 3)	R	R	R	√	√
Ensuring appropriate annual training on child safety, including recognising the signs and symptoms of child abuse (refer to <i>Definitions</i> ), knowing how to respond, and understanding responsibilities and processes for reporting (refer to Attachment 3)	R	R	R		
Ensuring systems are in place that cover all aspects of training each year (refer to <i>Sources</i> ). This includes refresher training and additional professional development where needed. Different roles in the service require specific training: <ul style="list-style-type: none"> <li>• New staff, volunteers and students on placement will need comprehensive induction and training</li> <li>• Leadership group needs training on their specific responsibilities in the service</li> <li>• Governance bodies such Committees will also need training on</li> </ul>	R	R	R		

their responsibilities.					
Ensuring procedures for reporting and responding to suspected child abuse or neglect are promoted across the service and regularly reviewed in partnership with all stakeholders (refer to Attachments 3 and 4)	R	√	√	√	√
Fulfilling legal obligations, including mandatory reporting and duty of care obligations (refer to <i>Definitions</i> ) (refer to Attachments 3 and 4)	R	R	R		
Being aware of this policy, the <i>Code of Conduct Policy, Privacy and Confidentiality Policy</i> and the <i>Interactions with Children Policy</i> and their ongoing obligations to behave in accordance with the policies	√	√	√	√	√
Communicating to staff about their obligations under the Information Sharing Schemes (refer to <i>Definitions</i> ), and ensure they have read and understood the <i>Privacy and Confidentiality Policy</i>	R	R	√		
Promoting awareness and compliance with the Child Safe Standards (refer to <i>Definitions</i> ) when disclosing information to promote the wellbeing and safety of a child or group of children	R	√	√		
Ensuring information sharing procedures abide by the <i>CISS Ministerial Guidelines</i> (refer to <i>Sources</i> ) and exercising professional judgment when determining whether the threshold for sharing is met, what information to share and with whom to share it (refer to <i>Privacy and Confidentiality Policy</i> )	R	R	R		
Ensuring confidential information is only shared with relevant authorities to the extent necessary to promote the wellbeing or safety of a child or group of children, consistent with the best interests of that child or those children	R	R	R		
Maintaining co-operative relationships with appropriate services and/or professionals (including Child FIRST/Orange Door) (refer to <i>Definitions</i> ) in the best interests of children and their families	√	√	√		
Offering support to the child and their family and to staff in response to concerns or reports relating to the safety, health and wellbeing of a child at Beaconsfield Kindergarten	√	√	√		
Ensuring processes for responding to and reporting are followed when there are significant concerns for the safety, health or wellbeing of a child at the service (refer to Attachment 3 and 4)	R	R	R		
Notifying DET within 24 hours of a serious incident (refer to <i>Definitions</i> ) occurring at the service	R	√			
Notifying DET within 24 hours in of becoming aware of a notifiable complaint (refer to <i>Definitions</i> ) or allegation regarding the safety, health and/or welfare of a child at the service	R				
Notifying the nominated head of organisation (refer to <i>Definitions</i> ) to the Commission for Children and Young People and maintaining the currency of the information (at Beaconsfield Kindergarten, the Centre Manager holds this role)	R				
Notifying the Commission for Children and Young People within 3 business days of becoming aware of a reportable allegation (refer to <i>Definitions</i> ), under the Reportable Conduct Scheme (refer to <i>Definitions</i> ) (refer to Attachments 3 and 4)	R				
Investigating an allegation (subject to police clearance on criminal matters or matters involving family violence), advising the	R				

Commission for Children and Young People who is undertaking the investigation					
Managing the risks to children whilst undertaking the investigation	R	√	√		
Updating the Commission for Children and Young People within 30 calendar days with detailed information about the reportable allegation and any action	R				
Notifying the Commission for Children and Young People of the investigation findings and any disciplinary action taken (or the reasons no action was taken)	R				
Notifying the Approved Provider or Person with Management or Control immediately on becoming aware of a concern, complaint or allegation regarding the safety, health and welfare of a child at Beaconsfield Kindergarten		R	R	√	√
Maintaining confidentiality at all times (refer to <i>Privacy and Confidentiality Policy</i> )	R	R	R	√	R
Providing appropriate resources and training to assist staff, contractors, volunteers and students to implement this policy (refer to <i>Sources</i> )	R				
Protecting the rights of children and families, and encouraging their participation in decision-making	R	√	√	√	
Keeping informed of any relevant changes in legislation and practices in relation to this policy	R	√	√	√	√
Abide by the <i>Code of Conduct Policy</i>	R	√	√	√	√
Ensuring an explicit statement of Beaconsfield Kindergarten's commitment to child safety is included in all advertising promotion for the organisation	R				
Being aware of this policy, the <i>Code of Conduct Policy</i> , <i>Privacy and Confidentiality Policy</i> and the <i>Interactions with Children Policy</i> and their ongoing obligations to behave in accordance with the policies	R	R	R	R	R
Giving precedence to the wellbeing and safety of a child or group of children over the right to privacy when sharing information under the CISS and the FVISS (refer to <i>Privacy and Confidentiality Policy</i> )	R	R	R		
Seeking and taking into account the views of the child and the child's relevant family members, if it is appropriate, safe and reasonable to do so when sharing information under the CISS and the FVISS (refer to <i>Definitions</i> )	√	√	√		
Being respectful of and having regard to a child's social, individual and cultural identity, the child's strengths and abilities and any vulnerability relevant to the child's safety or wellbeing when sharing information under the CISS and FVISS (refer to <i>Definitions</i> )	√	√	√		
Promoting a child's cultural safety and recognising the cultural rights and familial and community connections of children who are Aboriginal, Torres Strait Islander or both when sharing information under the CISS and FVISS (refer to <i>Definitions</i> )	√	√	√		
Educating and empowering children to talk about events and situations that make them feel uncomfortable	√	√	√	√	√
Providing support to staff who disclose harm	R	√			
Ensuring that children have access to information, support and handling complaints through processes that are culturally safe,	√	√			

accessible and easy to understand					
Identifying and mitigating risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities	R	√	√		√
Ensuring safety procedures are developed and implemented when using digital communication platforms ( <i>refer to Definitions</i> ) with children and their families	R	R	√		√
Ensuring when using digital documentation platforms, early childhood teachers and educators consider the security of their digital data and the privacy of children and families ( <i>refer to Privacy and Confidentially Policy and Information and Communication Technology Policy</i> )	R	R	√		√
Ensuring there are procedures and processes around the capturing, storing and sharing of children's images and videos ( <i>refer to Information and Communication Technology Policy and Privacy and Confidentiality Policy</i> )	R	R	√	√	√
Ensuring that appropriate filtering ( <i>refer to Definitions</i> ) and monitoring is in place for all devices used at the service	R	R	√		√
Providing proactive supervision when young children are using digital technology ( <i>refer to Supervision of Children policy</i> )	R	√	√	√	√
Upholding children's rights to provision, participation and protection in digital environments	R	√	√		√
Ensuring children know what to do if they encounter inappropriate materials online	R	√	√		√
Reviewing this policy in consultation with stakeholders	R	√	√	√	√

## PROCEDURES

Refer to Attachment 3 for the following procedures:

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

Refer to Attachment 4 for the following procedure:

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

## BACKGROUND AND LEGISLATION

### Background

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

Under the *Education and Care Services National Regulations 2011*, the Approved Provider of an education and care service must ensure that the Nominated Supervisors and staff members at the service who work with children are advised of:

- the existence and application of the current child protection law
- any obligations that they may have under that law (regulation 84).

Under the National Quality Standards, management, educators and staff are required to be aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect (element 2.2.3). At all times, reasonable precautions and adequate supervision must be provided to ensure children are protected from harm and hazard (element 2.2.1).

The Approved Provider, Persons with Management Control, Nominated Supervisor, Persons in Day-to-Day Charge, staff, contractors and volunteers of early childhood services have legal and duty of care obligations to protect children under their supervision and care.

Duty of care obligations (refer to *Definitions*) require the Approved Provider, Person with Management or Control, Nominated Supervisor, Persons in Day-to-Day Charge, and staff to take reasonable steps to protect children from injury that is reasonably foreseeable.

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

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

In line with the Victorian Government's Roadmap for Reform, Education State reforms and broader child safety initiatives, Part 6A of the *Child Wellbeing and Safety Act 2005* was proclaimed in September 2018. The Act established the Child Information Sharing Scheme (CISS), which enables sharing of confidential information between prescribed information sharing entities (refer to *Definitions*) in a timely and effective manner in order to promote the wellbeing and safety of children. Alongside the CISS, the *Family Violence Protection Act 2008* includes the Family Violence Information Sharing Scheme (FVISS) and the Family Violence Multi-Agency Risk Assessment and Management Framework, which enables information to be shared between prescribed entities to assess and manage family violence risk to children and adults. It will allow professionals working with children to gain a complete view of the children they work with, making it easier to identify wellbeing or safety needs earlier, and to act on them sooner.

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

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

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

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

Victorian organisations that provide services to children are required under the *Child Wellbeing and Safety Act 2005* to ensure that they implement compulsory minimum Child Safe Standards to protect

children from harm. The standards aim to drive continuous improvement in the way services prevent and report child abuse and respond to allegations of child abuse. Standard 2 requires services to have a child safe policy or statement of commitment to child safety.

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

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

### Legislation and standards

Relevant legislation and standards include but are not limited to:

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

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## DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

**Abuse:** see Child abuse definition below.

**Child:** A child or young person is a person under 18 years of age.

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

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

**Sexual abuse:** When a person uses power or authority over a child, or inducements such as money or special attention, to involve the child in sexual activity. It includes a wide range of sexual behaviour from inappropriate touching/fondling of a child or exposing a child to pornography, to having sex with a child and grooming with the intent of committing child sexual abuse.

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

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

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

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

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

**Child FIRST:** A Victorian community-based intake and referral service linked with Family Services. Child FIRST ensures that vulnerable children, young people and their families are effectively linked to relevant services, including Child Protection.

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

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

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

**Child Protection Service** (also referred to as Child Protection): The statutory child protection service provided by the Victorian Department of Families, Fairness and Housing, to protect children and

young people at risk of abuse and neglect. This service also works closely with Family Services (including Child FIRST) to support the assessment and engagement of vulnerable children and families in community-based services

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

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

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

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

**Disclosure:** (In the context of this policy) refers to a statement that a child or young person makes to another person that describes or reveals abuse.

**Duty of care:** A common law concept that refers to the responsibilities of organisations and staff to provide people with an adequate level of protection against harm and all reasonably foreseeable risks of injury. In the context of this policy, duty of care refers to the responsibility of education and care services and their staff to provide children with an adequate level of care and protection against foreseeable harm and injury.

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

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

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

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

**Mandatory reporting:** The legal obligation of certain professionals and community members to report when they believe, on reasonable grounds, that a child is in need of protection from harm.

A broad range of professional groups are identified in the *Children, Youth and Families Act 2005* as 'mandatory reporters', including:

- all educators with post-secondary qualifications in the care, education or minding of children and employed or engaged in an education and care service or a children's service
- all proprietors, nominees of a children's service, approved providers, and nominated supervisors of an education and care service.
- educators registered with the Victorian Institute of Teaching (VIT).

Mandated staff members must make a report to Victoria Police and/or Child Protection as soon as is practicable if, during the course of acting out their professional roles and responsibilities, they form a belief on reasonable grounds (refer to *Definitions*) that:

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

Mandatory reporters must also follow processes for responding to incidents, disclosures or suspicions of child abuse to fulfil all their legal obligations (refer to Attachment 4: Processes for responding to and reporting suspected child abuse).

**Neglect:** see Child abuse definition above.

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

**Notifiable complaint:** A complaint that alleges a breach of the Act or Regulation, or alleges that the safety, health or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the Approved Provider to the secretary of DET within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). Written notification of complaints must be submitted via the ACECQA portal [National Quality Agenda \(NQA\) IT System](#). If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact DET for confirmation.

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

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

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

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

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

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

**Reportable allegation:** any allegation that an employee, volunteer or student has committed child abuse (refer to *Definitions*).

**Reportable Conduct Scheme:** aims to improve oversight of how organisations respond to allegations of child abuse and child-related misconduct by their workers and volunteers. There are five types of 'reportable conduct':

- sexual offences committed against, with or in the presence of a child
- sexual misconduct committed against, with or in the presence of a child
- physical violence against, with or in the presence of a child

- any behaviour that causes significant emotional or psychological harm to a child
- significant neglect of a child.

**Serious incident:** A serious incident (regulation 12) is defined as any of the following:

- the death of a child while being educated and cared for at the service or following an incident at the service
- any incident involving serious injury or trauma while the child is being educated and cared for, which
  - a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
  - the child attended or ought reasonably to have attended a hospital e.g. a broken limb\*
- any incident involving serious illness of a child while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, a hospital e.g. severe asthma attack, seizure or anaphylaxis\*.
  - \*NOTE: In some cases (for example rural and remote locations) a General Practitioner conducts consultation from the hospital site. Only treatment related to serious injury or illness or trauma are required to be notified, not other health matters.
- any emergency for which emergency services attended. NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at an education and care service. It does not mean an incident where emergency services attended as a precaution.
- a child appears to be missing or cannot be accounted for at the service
- a child appears to have been taken or removed from the service in a manner that contravenes the National Regulations
- a child was mistakenly locked in or out of the service premises or any part of the premises.

Examples of serious incidents include amputation (e.g. removal of fingers), anaphylactic reaction requiring hospitalisation, asthma requiring hospitalisation, broken bone/fractures, bronchiolitis, burns, diarrhoea requiring hospitalisation, epileptic seizures, head injuries, measles, meningococcal infection, sexual assault, witnessing violence or a frightening event.

If the approved provider is not aware that the incident was serious until sometime after the incident, they must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

Notifications of serious incidents should be made through the NQA IT System portal ([www.acecqa.gov.au](http://www.acecqa.gov.au)). If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.

**Volunteer:** Parent/guardian, family member or community member who attends the service to assist the service in some capacity.

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

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

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

**Young person:** In Victoria, under the *Children, Youth and Families Act 2005*, a child or young person is a person under 18 years of age.

## SOURCES AND RELATED POLICIES

### Sources

- Australian Human Rights Commission: [www.humanrights.gov.au](http://www.humanrights.gov.au)
- Betrayal of Trust Implementation: [www.justice.vic.gov.au](http://www.justice.vic.gov.au)
- *Charter of Human Rights and Responsibilities Act 2006* (Vic): [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au)
- Child Information Sharing Scheme Ministerial Guidelines: [www.vic.gov.au/guides-templates-tools-for-information-sharing](http://www.vic.gov.au/guides-templates-tools-for-information-sharing)
- Commission for Children and Young People (CCYP): [www.ccyp.vic.gov.au](http://www.ccyp.vic.gov.au)
- Cultural safety for Aboriginal children and combatting racism: [Keeping our kids safe: Understanding cultural safety in Child Safe Organisations](#)
- Department of Education and Training Mandatory Reporting eLearning Module: <https://training.infosharing.vic.gov.au/login/index.php>
- Ministerial Guidelines for the Family Violence Information Sharing Scheme: [www.vic.gov.au/family-violence-information-sharing-scheme](http://www.vic.gov.au/family-violence-information-sharing-scheme)
- National Children's Commissioner: [www.humanrights.gov.au](http://www.humanrights.gov.au)
- Quality Assessment and Regulation Division's online guidance: [Early Childhood Guidance on the Child Safe Standards](#)
- Service Agreement Information Kit for Funded Organisations: [www.fac.dhhs.vic.gov.au](http://www.fac.dhhs.vic.gov.au)
- Star Health's 'Being Equal' model for change in early childhood services: [Gender Equality and Respect in Early Learning Services](#)
- The United Nations Convention on the Rights of the Child: [www.unicef.org](http://www.unicef.org)
- Victorian Institute of Teaching: [www.vit.vic.edu.au](http://www.vit.vic.edu.au)
- Working with Children (WWC) Check: [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

### Service policies

- *Acceptance and Refusal of Authorisations Policy*
- *Code of Conduct Policy*
- *Compliments and Complaints Policy*
- *Delivery and Collection of Children Policy*
- *Incident, Injury, Trauma and Illness Policy*
- *Inclusion and Equity Policy*
- *Information and Communication Technology (ICT) Policy*
- *Interactions with Children Policy*
- *Mental Health and Wellbeing Policy*
- *Participation of Volunteers and Students Policy*
- *Privacy and Confidentiality Policy*
- *Staffing Policy*
- *Supervision of Children Policy*

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## EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider or Persons with Management or Control will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness, particularly in relation to identifying and responding to child safety concerns
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice

- revise the policy and procedures as part of the service's policy review cycle, or as required
  - notify parents/guardians at least 14 days before making any changes to this policy or its procedures (Regulation 172(2)) unless a lesser period is necessary because of a risk.
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## **ATTACHMENTS**

- Attachment 1: Guidelines for incorporation of child safety into the recruitment and management of staff
  - Attachment 2: Guidelines for incorporation of child safety into the recruitment and management of contractors, volunteers and students
  - Attachment 3: Processes for responding to and reporting suspected child abuse
  - Attachment 4: Responding to suspected child abuse: Template for Victorian early childhood services
  - Attachment 5: Reporting requirements for early childhood services
  - Attachment 6: Public commitment to the cultural safety of all children
  - Attachment 7: Beaconsfield Kindergarten child safety risk assessment
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## **AUTHORISATION**

This policy was adopted by the Approved Provider of Beaconsfield Kindergarten Inc. on 17<sup>th</sup> March, 2014.

**REVIEW DATE:** 17/07/2023

**REVIEW FREQUENCY:** Annual

**NEXT REVIEW DUE:** May 2024

## **ATTACHMENT 1**

### **Guidelines for incorporation of child safety into the recruitment and management of staff**

The following guidelines and processes for the incorporation of child safety into the recruitment and management of staff demonstrate Beaconsfield Kindergarten's commitment to maximising the safety of children and deterring unsuitable and inappropriate persons from attempting to work at our service.

#### **Preparation for recruitment**

- Include a statement of Beaconsfield Kindergarten's commitment to maintaining a child safe environment in the job description
- Job description clearly outlines responsibilities and accountability
- Job advertisements clearly state our commitment to child safety
- Include requirement for a current Working with Children Check (WWCC) or Victorian Institute of Teaching registration
- The template letter of offer includes a statement about what is expected of the staff member in terms of commitment and responsibilities for child safety.

#### **Selection process**

- At least three people are on the interview panel including, where possible, a gender mix and a person external to the service or someone with human resource/interviewing experience
- Questions are behaviour-based and ask the interviewee to provide examples of their past behaviour in specific situations relevant to the job being applied for
- Questions regarding relationships with children are values-based and include a consideration of issues such as professional boundaries, resilience and motivation, teamwork, accountability and ethics
- Questions are based on key selection criteria
- More detail is asked for when answers seem incomplete
- Confirm identity by sighting (and taking a copy of) a driver's licence or a passport
- Verify qualifications and, where relevant, Working with Children Check or Victorian Institute of Teaching registration
- Thorough reference checks:
  - at least two referees are contacted (including the current or most recent employer or direct line manager) in person or via telephone
  - all referees must have observed the applicant working with children first-hand
  - referees are asked about the candidate's past behaviour including relationships with children, professional boundaries, resilience and motivation, teamwork, accountability and ethics.
- Orientation and induction covers information about values, attitudes, expectations and workplace practices in relation to maintaining a child safe environment
- Information provided to the new staff member on commencing work at the service includes: the *Child Safe Environment Policy* and *Code of Conduct Policy*,
- Regular meetings are held between staff members and the Approved Provider or the Person with Management or Control
- A mentoring or buddy system for staff members is in place
- Training and education with regard to child safety and child protection is provided for all staff
- Resources and support are provided for all staff to ensure a child safe environment.

## Ongoing Management

- Regular meetings are held between staff and the Approved Provider or Person with Management or Control and child safety is a regular item on the agenda
- Provide supervision to ensure clear expectations about the role, adequate support as well as on-the-job monitoring of their performance
- Performance reviews consider the staff member's contribution to creating a child safe environment
- Regular training and education with regard to child safety, child protection and inclusive practices is provided for all staff
- Resources and support are provided for all staff to ensure a child safe environment
- Have a process to ensure that the registration of all early childhood teachers with Victorian Institute of Training remains current
- Maintain a register of all staff with a WWCC card and regularly check (at least twice per year) the status of the WWCC cards of all staff to ensure that no one has been given a Negative Notice or had their card revoked or suspended or that it has expired.
- Develop processes to deal with a staff member who is given a Negative Notice including ensuring that they do not do any child-related work.

## **ATTACHMENT 2**

### **Guidelines for incorporation of child safety into the recruitment and management of contractors, volunteers and students**

The following guidelines and processes for the recruitment and management of contractors (refer to *Definitions*), volunteers (refer to *Definitions*) and students demonstrates Beaconsfield Kindergarten's commitment to maximising the safety of children and deterring unsuitable and inappropriate persons from attempting to work, volunteer or be on student placement at our service.

- Assess the nature of the work or task being undertaken by contractors, volunteers and students to determine whether a position description is required.
- Consider whether a screening or recruitment process is relevant to the role and the risks to children.
- Ensure a valid Working with Children Check or an exemption applies for people engaged in 'direct contact' in child-related work, including physical contact, face to face contact, oral, written or electronic communication.
- Ensure that all duty helpers and persons attending an excursion with the service hold a valid Working with Children Check, regardless of whether an exemption applies.
- Inform contractors, volunteers and students of policies relevant to their role as part of their orientation to the service.
- Provide supervision to ensure clear expectations about the role and responsibilities.
- Do not leave contractors, volunteers or students (or visitors) alone with children.
- Have conversations about child safety and wellbeing and how the service maintains and responds to issues of safety with contractors, volunteers and students.

## ATTACHMENT 3

### Processes for responding to and reporting suspected child abuse

#### Overview

- The Approved Provider or staff, including those with mandatory reporting responsibilities (refer to *Definitions*) **must act** when they form a reasonable belief or have a suspicion that a child has been, or is at risk of being abused. Regardless of the suspected cause, all concerns about the wellbeing of a child (or an unborn child) should be taken seriously and acted upon. This includes concerns about the wellbeing of a child, which does not appear to be the result of abuse
- Staff **must seek advice** from the Approved Provider or Person with Management or Control or Child Protection, Child First and/or Victoria Police if they are uncertain about whether they have sufficient grounds to form a reasonable belief.
- If staff hold a reasonable belief that a child has been or is at risk of being abused, regardless of the advice of the Approved Provider or Person with Management or Control, or any other staff member, they must **still** make a report to Child Protection and/or Victoria Police.
- The steps outlined in the Department of Education and Training's flowchart: *Four critical actions for early childhood services: Responding to Incidents, Disclosures and Suspicions of Child Abuse* (see below) provides a summary of the critical actions which are to be followed: [www.education.vic.gov.au](http://www.education.vic.gov.au)
- Records are kept about all child safety concerns or complaints. These records contain comprehensive descriptions of incidents/ issues of concern and provide evidence for actions taken, including reports made to statutory authorities or professional bodies and follow-up actions to be completed. The records are stored in accordance with the service's Privacy and Confidentiality Policy.
- Privacy is maintained, and information is disclosed when it promotes the safety or wellbeing of a child.
- Permission is not required from parents/guardians of a child to make a report where abuse is suspected.

#### Responding to concerns about the wellbeing of a child

When to report wellbeing concerns to Child FIRST (Family Information, Referral and Support Team)

A referral to Child FIRST or Orange Door (refer to *Definitions*) should be made if the Approved Provider/staff member has significant concerns for a child's wellbeing and the child is not in immediate need of protection. This may include circumstances when there are:

- significant concern for a child's wellbeing
- parents who lack the skills to support their child's physical, emotional and cognitive development that may be affecting the child's development
- family conflict, including family breakdown
- families under pressure, due to a family member's physical or mental illness, substance misuse, disability or bereavement
- young, isolated and/or unsupported families
- families experiencing significant social or economic disadvantage that may adversely impact on a child's care or development.

#### When to make a referral to Orange Door

Orange Door is a free service for women, children and young people who are experiencing family violence, or families who need assistance with the care and wellbeing of children to access the services they need to be safe and supported. The service ensures that vulnerable children, young people and their families are linked effectively into relevant services, and this may be the best way to connect children, young people and their families with the services they need.

### **When to report wellbeing concerns to Child Protection**

In addition to reporting suspected abuse to appropriate authorities, you should contact Child Protection if you have significant protective concerns for the wellbeing of a child, but the parents are unable or unwilling to address or resolve these concerns.

This includes all concerns that:

- have a serious impact on a child's safety, stability or development (including abandonment, death or incapacity, extreme risk-taking behaviour, or harm to an unborn child)
- are persistent and entrenched and likely to have a serious impact on a child's safety, stability or development
- relate to a parent/s who cannot or will not protect the child from significant harm
- include a belief that the family is likely to be uncooperative in seeking assistance.

### **When to report wellbeing concerns to Victoria police**

In addition to reporting suspected abuse to appropriate authorities, you must contact Victoria Police on 000 if the:

- child's immediate safety is compromised
- child is partaking in any risk-taking activity that is illegal and extreme in nature or poses a high risk to their safety, or the safety of somebody else.

### **Managing a disclosure**

It is very important to validate a child's disclosure by listening to the child, taking them seriously and responding and acting on the disclosure by implementing Beaconsfield Kindergarten's reporting procedures.

Strategies include:

- Let the child talk about their concerns in their own time and in their own words.
- Give them your full attention, the time and a quiet space in which to do this and be a supportive and reassuring listener.
- Remain calm and use a neutral non-judgmental tone.
- Comfort the child if they are distressed.
- Record the child's disclosure using the child's words.
- Tell the child that telling you is the right thing to do and that what has happened is not their fault.
- Let them know that you will act on this information and that you will need to let other people know so that they can help the child.

It is the role of Child Protection and Victoria Police to investigate. DO NOT take any steps to investigate. Avoid asking investigative or invasive questions which may cause the child to withdraw and may interfere with an investigation. Avoid going over information repeatedly.

### **Responding to incidents, disclosures and suspicions of child abuse**

To make a report to Child Protection, a staff member needs to have formed a reasonable belief (refer to *Definitions*) that a child has suffered or is likely to suffer significant harm as a result of abuse or neglect, and that their parent has not protected or is unlikely to protect the child from harm of that type.

It is strongly recommended that ALL early childhood service staff follow the Four Critical Actions as soon as they witness an incident or disclosure or form a reasonable belief that a child has or is at risk of being abused.

#### **Action 1: Responding to an emergency**

If a child has just been abused or is at immediate risk of harm you must take reasonable steps to protect them.

These include:

- separating the alleged victim and others involved, ensuring all parties are supervised by a service staff member
- arranging and providing urgent medical assistance where necessary by:
  - administering first aid assistance
  - calling 000 for an ambulance and following any instructions from emergency service officers/paramedics
  - calling 000 for urgent police assistance if the person who is alleged to have engaged in the abuse poses an immediate risk to the health and safety of any person
- you should also identify a contact person at the service for future liaison with police
- taking reasonable steps to preserve evidence, such as the environment, clothing, other items, and potential witnesses until the police or other relevant authorities arrive on the premises.

## **Action 2: Reporting to authorities**

As soon as immediate health and safety concerns are addressed you must report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

*If the source of suspected abuse is from within the family or community:*

### **Child Protection**

You must report to Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has had, or is likely to have, a serious impact on the child's safety, stability or development.

### **Victoria Police**

You must also report all instances of suspected sexual abuse (including grooming) to Victoria Police.

### **Report to Management**

You must report to your Approved Provider.

### **Notify the Regulator**

The Approved Provider of early childhood services must notify the Quality Assessment and Regulation Division of any serious incidents, circumstances, or complaints which raise concerns about the safety, health and wellbeing of a child being educated and cared for by a service. Notifications may be made at National Quality Agenda IT System:

<https://www.acecqa.gov.au>

If you believe that a child is not subject to abuse, but you still hold significant concerns for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to Child Protection or Victoria Police.

*If the source of suspected abuse is from within the service:*

If the source of suspected abuse comes from within the service (this includes any forms of suspected child abuse involving a staff member, contractor, committee member or volunteer):

- you must contact Victoria Police via your local police station (where appropriate they will refer you on to the local Sexual Offences and Child Abuse Investigation Team)
- you must also report internally to the Approved Provider or Person with Management or Control

- the Approved Provider must also notify the Quality Assessment and Regulation Division. Notifications made via the National Quality Agenda IT System: <https://www.acecqa.gov.au>
- The Approved Provider must notify the Commission for Children and Young People (CCYP) of within three business days of becoming aware of an allegation (refer to *Reportable Conduct Scheme*)
- a contact person must also be identified at the service for future liaison with Child Protection and Victoria Police and seek advice about contacting parents/carers.

### **Action 3: Contacting parents/carers**

You must consult with Victoria Police or Child Protection to determine what information can be shared with parents/carers. They may advise:

- not to contact the parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and has requested that their parent/carer not be contacted)
- to contact the parents/carers and provide agreed information as soon as possible (for Approved Provider's, it is a requirement that parents/carers are notified within 24 hours if the suspected abuse occurred at the service).

### **Action 4: Providing ongoing support**

Your service should take reasonable steps to make a child feel safe and supported whilst they are attending your service.

- Your service should also consider providing support for children impacted by abuse, for example, referral to wellbeing professionals.
- You must follow the Four Critical Actions every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

### **The Reportable Conduct Scheme**

The Approved Provider must initially notify the Commission for Children and Young People of a reportable allegation (refer to *Definitions*) within **three** business days of becoming aware of an allegation. The Approved Provider must provide certain detailed information about the allegation and their proposed response within **30 calendar days**.

The Approved Provider must also investigate the reportable allegation and provide the findings of the investigation to the Commission. The service must also respond to the Commission when contacted for information.

The Commission provides guidance on the processes and documentation required when making a report: refer to <https://ccyp.vic.gov.au>

### **Child protection in early childhood: Privacy and information sharing**

The Child Information Sharing Scheme, and the Family Violence Information Sharing Scheme allow professionals working with children to gain a complete view of the children they work with, making it easier to identify wellbeing or safety needs earlier, and to act on them sooner.

Following a report to Child Protection, Victoria Police and/or Child FIRST you should:

- consult with your Approved Provider before disclosing information about the report, the child or their family to another information sharing entity (except to verified Victoria Police and Child Protection workers in very urgent situations and/or if the information is required to protect the safety of that child) and/or
- seek consent from a child or their parents/carers before disclosing information about the report and the child and their family to anyone other than authorities and service staff members (provided this does not place the child or another person at risk).

Privacy laws allow for staff to share a child's personal and health information to enable the services to:

- provide and support the education of the child, plan for individual needs and address any barriers to learning
- support the social and emotional wellbeing and health of the child
- fulfil duty of care obligations to the child, other children, staff and visitors
- make reasonable adjustments if the child has a disability, including a medical condition or mental illness
- provide a safe and secure workplace.

### Resources

- Department of Education and Training PROTECT Portal: [www.education.vic.gov.au](http://www.education.vic.gov.au)  
The Department of Education and Training's PROTECT portal provides tools and resources to assist professionals and early years services to respond to child abuse or potential child abuse, including:
  - Early Childhood Guidance: This section supports early childhood providers to take action if they suspect, or are witness to, any form of child abuse
  - The flowchart: *Four critical actions for early childhood services: Responding to Incidents, Disclosures and Suspicions of Child Abuse*, provides a summary of the critical actions to take
  - Early Childhood Online Learning: This eLearning Module supports all professionals in early childhood settings to increase their capacity to respond effectively to children whose safety, health or wellbeing may be at risk.
- Commission for Children and Young People: [www.ccyp.vic.gov.au](http://www.ccyp.vic.gov.au)

## **ATTACHMENT 4**

### **Responding to suspected child abuse: Template for Victorian early childhood services**

Under the National Quality Framework, the Approved Provider of an education and care service must ensure that an incident, injury, trauma and illness record is kept (Regulation 87). This template aligns with this requirement and it is strongly recommended that all early childhood service staff utilise this template for incidents, disclosures and suspicions of child abuse.

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

When completing the template on the following pages, the aim should be to provide as much factual information as possible. This information will be critical and may be sought at a later date if the matter is the subject of Court proceedings.

Staff member leading the response
Name:
Occupation:
Service address:
Relationship to the child:

### CRITICAL ACTION 1: IMMEDIATE RESPONSE TO AN INCIDENT

Responding to an emergency
Did the child require first aid? If YES, provide details.
Who administered first aid? (Name and Title)
Did the child require further immediate medical assistance?
Current location and safety status: e.g. are all impacted children safe and not in any immediate danger? If a child is in immediate danger staff should report immediately to Victoria police on 000

### INFORMATION OF THE ALLEGED VICTIM

Child's personal details	
Name:	Gender:
Relationship to service: (eg 2 days, 3-year-old kinder)	Date of Birth:
Residential Address:	
Parent/Carer Name:	
Parent/Carer contact number:	
Language(s) spoken by child:	
Disabilities, mental or physical health issues:	

Child's background
Cultural status and religious background:
Previous history or indicators of suspected abuse:

Family background

Family composition (if know): *List parenting or carer arrangements and siblings' names and ages*

Any other people living with their child (if known):

Disability, mental or physical health issues in family (if known):

Likely reaction to report being made (if known):

DETAILS OF THE INCIDENT DISCLOSURE OR SUSPICION

Grounds for your belief that a child has been or is at risk of abuse

Indicators or instances which led you to believe that a child/children are subject to child abuse or at risk of abuse: *Detail any disclosures or incidents or suspicion including names times and dates documenting a child's exact words as far as possible. Include specific detail here on what led you to form a reasonable belief that a child has been or is in risk of being abused.*

Any physical indicators of abuse:

Any behavioural indicators of abuse:

Any pattern of behaviour or prior concern leading up to an incident, disclosure or suspicion:

Details of person alleged to have committed the abuse if known	
Name:	
Gender:	Date of birth (if known):
Relationship to child:	
Address:	
Contact details:	

**CRITICAL ACTION 2: REPORTING**

Reporting to authorities	
Tick the authority you have reported to: <input type="checkbox"/> Victoria police <input type="checkbox"/> Child FIRST <input type="checkbox"/> Child Protection <input type="checkbox"/> Decision not to report If you have decided not to report list your reasons here also include any follow up actions undertaken by you below.	
Provide your report:	
Date:	Time:
Authority:	
Name of the person spoken to:	
Outcomes from the report:	
Reporting internally	
Provide details of your discussion with Approved Provider	
Time:	Date:
Name:	
Discussion outcomes:	
Notification to the regulator: All approved providers must notify the Quality Assessment and Regulatory Division if there is an incident at the service and/or the health safety or wellbeing of a child has been compromised while attending the service.	
Time:	Date:
Names:	
Discussion outcomes:	

### CRITICAL ACTION 3: CONTACTING PARENTS/CARERS

Actions taken (alleged victim)

Have you sought advice from Child Protection or Victoria Police?  yes  no

You must consult with Victoria Police and/or Child Protection to determine whether to contact parents/carers. If it is deemed appropriate, parents must be contacted as soon as possible.

Is it appropriate to contact parent/carer:  yes  no

List reasons if it is not appropriate to contact parent/carer:

Provide details of your discussion with parents/carers (if appropriate):

If contacting parent/carer, provide the following details:

Name of staff member making the call:

Name of parent/carer receiving the call:

Discussion outcomes:

### CRITICAL ACTION 4: PROVIDING ONGOING SUPPORT

Planned actions: Include details on what follow-up actions have occurred to support that child, for example referral to specialised services:

Follow up actions:

Support:

Referrals:

## Process of review

Complete this section between four to six weeks after an incident, suspicion or disclosure of abuse in conjunction with the Approved Provider. This will support you and your service to continue to protect children in your care and to reflect on your process and then need for any follow up action.

## Safety and wellbeing

### Current safety and wellbeing of the child

Is the child safe from abuse and harm?  yes  no

If not, consider the need to make a further report

Does a child have any wellbeing issues that are not currently being addressed?  yes  no

If so, consider how these can be addressed and captured within a child support plan

### Current wellbeing of other children who may be impacted by the alleged abuser

Are there any other children who may be impacted by the alleged abuser?  yes  no

If so, have their wellbeing needs being met?  yes  no

### Current wellbeing of impacted staff members

Does the staff member who made the report/witnessed the incident, formed a suspicion or received a disclosure require any support?  yes  no

If so, has this been received?  yes  no

### Review of actions taken

Have the staff followed the four critical actions for early childhood services: responding to incidents disclosure for suspicion of child abuse?

Was an appropriate decision made in relation to when to act?

yes  no

Could the suspected abuse have been detected earlier?

yes  no

#### Action 1

Did the staff take appropriate actions in an emergency?

yes  no

#### Action 2

Was a report made to the appropriate authorities and internally?

yes  no

Were subsequent reports made if necessary?

yes  no

#### Action 3

Did the service contact the parents/carers as soon as possible?

yes  no

Have the parents continued to engage (if appropriate)?

yes  no

#### Action 4

Has the service provided adequate ongoing support for the child?

yes  no

Have any complaints been received?

yes  no

Have the complaints been resolved?

yes  no

## ATTACHMENT 5

### Reporting requirements for early childhood services

Scheme	Who must report	What must be reported	Report to	Age of child	Further information
Mandatory reporting	Mandatory reporters, as defined in section 182 of the <i>Children, Youth and Families Act 2005</i>	Child physical and sexual abuse in the family setting, actual or likely, parents have not protected or are unlikely to protect	Child Protection	Children under 17 years	<a href="http://www.dhhs.vic.gov.au/child-protection">www.dhhs.vic.gov.au/child-protection</a>
Reportable conduct <i>Child Wellbeing and Safety Act 2005</i>	Head of an organisation	Child abuse and neglect by a worker or volunteer	Commission for Children and Young People	Children under 18	<a href="http://www.ccyp.vic.gov.au/reportable-conduct-scheme">www.ccyp.vic.gov.au/reportable-conduct-scheme</a>
Failure to protect <i>Crimes Act 1958</i>	Head of an organisation	Allegations or concerns of the sexual abuse of a child by an adult associated with the organisation	Victoria Police	Children under 16	<a href="http://www.justice.vic.gov.au/failure-to-protect-fact-sheet">www.justice.vic.gov.au/failure-to-protect-fact-sheet</a>
Failure to disclose <i>Crimes Act 1958</i>	All adults	Sexual abuse of a child by an adult regardless of whether the adult: <ul style="list-style-type: none"> <li>• Has a child related job;</li> <li>• Comes across the information in the profession or private lives</li> </ul>	Victoria Police	Children under 16	<a href="http://www.justice.vic.gov.au/failure-to-disclose-fact-sheet">www.justice.vic.gov.au/failure-to-disclose-fact-sheet</a>
<i>Education and Care Services National Law Act 2010</i>	The approved provider	Serious incidents, circumstances posing a risk to the safety, health and wellbeing of children, complaints, and allegations relating to physical or sexual abuse occurring at the service.	Quality Assessment & Regulation Division (DET)	Any child being educated and cared for in an education and care service	<a href="http://www.education.vic.gov.au/childhood-providers">www.education.vic.gov.au/childhood-providers</a>  <a href="http://www.acecqa.gov.au">www.acecqa.gov.au</a>
<i>Children's Services Act 1996</i>	The licensee	Serious incidents and complaints relating to contraventions of the law or where the health, safety or wellbeing of any child may have been compromised.	Quality Assessment & Regulation Division (DET)	Any child being cared for or educated by a children's service	<a href="http://www.education.vic.gov.au/childhood/providers/regulation/Pages/vcs.aspx">www.education.vic.gov.au/childhood/providers/regulation/Pages/vcs.aspx</a>

Scheme	Who must report	What must be reported	Report to	Age of child	Further information
Victorian teacher registration  <i>Education and Training Reform Act 2005</i>	The employer	<ul style="list-style-type: none"> <li>A registered teacher is charged, committed for trial or convicted or found guilty of a sexual offence.</li> <li>Action taken against a registered teacher in response to allegations of serious incompetence, serious misconduct, lack of fitness to teach, a physical or mental impairment that adversely affects the teacher's ability to teach</li> </ul>	Victorian Institute of Teaching	Any child being educated and cared for in service operating under the: <ul style="list-style-type: none"> <li>Children's Services Act 1996; or</li> <li>Education and Care Services National Law Act 2010</li> </ul>	<a href="http://www.vit.vic.edu.au/notifying-the-institute-about-teacher-concerns">www.vit.vic.edu.au/notifying-the-institute-about-teacher-concerns</a>
Sexually abusive behaviour by a child over 10 but under 15 years of age  <i>Crimes Act 1958</i>	Any Person	Child exhibits sexually abusive behaviour using power, authority or status to engage another party in sexual activity that is unwanted or where the other party is unable to consent.	Victoria Police	Children under 18	<a href="http://www.education.vic.gov.au/childhood/professionals/health/child-protection/Pages/ecguidance.aspx">www.education.vic.gov.au/childhood/professionals/health/child-protection/Pages/ecguidance.aspx</a>

From Victorian Department of Education and Training

## **ATTACHMENT 6**

### **Public commitment to the cultural safety of all children**

Beaconsfield Kindergarten is committed to the cultural safety of all children, including Aboriginal children.

We are committed to:

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

## ATTACHMENT 7

### Beaconsfield Kindergarten Child Safety Risk Assessment

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
	<i>Where does risk arise in your organisation?</i>	<i>What is in place now that reduces the risk?</i>		<i>What can be put in place to manage the gaps?</i>
Kindergarten program	<p>Three- to five-year-old children participate in a funded kindergarten program at the kindergarten, including indoor and outdoor play.</p> <p>Potential risks:</p> <ul style="list-style-type: none"> <li>• Injury during play (e.g. fall)</li> <li>• Injury by a peer</li> <li>• Water play</li> <li>• Risky play</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose-built facilities.</li> <li>• Staff ratios always adhered to.</li> <li>• Supervision requirements considered in programming, including whether indoor/outdoor programming will be offered.</li> <li>• Staff qualifications above minimum mandatory requirements (i.e. most co-educators are Diploma-qualified).</li> <li>• Additional Assistants used for groups with children who have additional needs. If no additional assistant (e.g. waiting on application to be assessed), COM may pay for an extra staff member in the interim, on request by ECT.</li> <li>• Risk assessments conducted for any risky play activities that are part of the program</li> </ul>	yes	
Drop off and pick up	<p>Children arriving at and departing from the service.</p> <p>Potential risks:</p> <ul style="list-style-type: none"> <li>• Risk of being taken by an unauthorised person</li> </ul>	<ul style="list-style-type: none"> <li>• Children arrive and depart with parents/carers.</li> <li>• Attendance record must be completed on arrival and</li> </ul>		

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
	<ul style="list-style-type: none"> <li>Risk of child escaping facility</li> </ul>	<p>departure.</p> <ul style="list-style-type: none"> <li>Photo ID checked if someone unfamiliar is picking up.</li> <li>Photos kept in office of unauthorised people (i.e. if there's an IVO).</li> <li>Only people over 18yo are allowed to pick up.</li> <li>Enrolment records checked for authorisations if an unfamiliar person arrives to pick up.</li> </ul> <p>O'Neil Rd:</p> <ul style="list-style-type: none"> <li>High door handles, out of reach of chn.</li> <li>Families, visitors and staff asked not to hold outer door open.</li> <li>Large car park with low speed limit, minimising risk of child being hit by a car if they do escape the facility.</li> </ul> <p>Woods St</p> <ul style="list-style-type: none"> <li>Outer doors kept closed while children are inside.</li> <li>Double gates, interior gate kept locked during session.</li> <li>Families, visitors and staff asked not hold outer gate open.</li> </ul>		<p>Sign to be placed on outer fence reminding not to hold gate open.</p> <p>Investigate possibility of moving outer gate so that it is not in a direct line with internal gate.</p>
Meal times	<ul style="list-style-type: none"> <li>Risk of choking</li> <li>Risk of anaphylaxis or allergic reaction</li> </ul>	<ul style="list-style-type: none"> <li>All eating times are supervised by educators. Any children at higher risk will be closely monitored.</li> <li>No sharing of food.</li> <li>Families advised not to bring foods that may cause anaphylaxis (e.g. nuts).</li> <li>All chn with allergies or anaphylaxis must have a medical management plan and appropriate</li> </ul>		

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
	<ul style="list-style-type: none"> <li>Hygiene</li> </ul>	<p>medication onsite.</p> <ul style="list-style-type: none"> <li>Photos of chn with allergies/anaphylaxis and description of allergy placed on kitchen wall where all staff can view (including relief staff).</li> <li>Allergy Buddy kept in children's rooms, with allergy/anaphylaxis/asthma plans and medications.</li> <li>All staff have up to date first aid training, including use of adrenaline auto-injectors.</li> <li>Signs at service entrance advising of allergens specific to the current cohort.</li> <li>All children are required to wash their hands prior to eating.</li> <li>Hand sanitiser taken on excursions/bush kinder to use for cleaning hands.</li> </ul>		
Incursions	External companies/contractors coming to the kinder to deliver a program/activity to the children. Risk of inappropriate person attending.	<ul style="list-style-type: none"> <li>All incursion providers must have a WWCC.</li> <li>Only use reputable/known companies.</li> <li>Incursion providers are never left alone with any children.</li> </ul>		
Excursions	Children and staff travelling to another location during the kinder session via bus or a walking excursion. Risk of children coming into contact with inappropriate person.	<ul style="list-style-type: none"> <li>All excursion providers must have a WWCC.</li> <li>All volunteer helpers must have a WWCC.</li> <li>Only use reputable/known companies.</li> <li>Excursion providers and duty helpers never left alone with children.</li> <li>Adult to child ratio exceeding regulatory requirements (actual ratio dependent on the activity).</li> <li>Road safety practised with children prior to excursion.</li> <li>Detailed risk assessments are completed prior to</li> </ul>		Educators to sight WWCC for anyone involved in the excursion.

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
		each excursion. Please see these to obtain a more thorough list of the controls in place for each excursion.		
Special events/visitors	From time to time visitors may be invited to the kindergarten for special events, either within or outside of regular program hours.	<ul style="list-style-type: none"> <li>• Sign in sheet for all attendees.</li> <li>• No visitors left alone with children.</li> <li>• Staff to closely monitor bathroom area.</li> </ul>		
Kinder duty	Parents, carers, family and friends are encouraged to do kinder duty and help out during a kinder session.	<ul style="list-style-type: none"> <li>• All visitors must sign in.</li> <li>• All duty helpers must have a WWCC.</li> <li>• No visitors/duty helpers are left alone with children.</li> </ul>		
Your organisation's physical environment (situational risk)  O'Neil Rd	<ul style="list-style-type: none"> <li>• Large yard</li> <li>• Pirate ship – difficult to see inside</li> <li>• Close proximity to houses</li> <li>• Playground in clear view of anyone parking in Beaconsfield Community Complex car park, or using vacant land next door.</li> <li>• Children can access office, storeroom and</li> </ul>	<ul style="list-style-type: none"> <li>• Considered placement of educators to ensure adequate supervision in all areas of the yard.</li> <li>• Minimal indoor/outdoor programming, to allow for optimal supervision of just one environment.</li> <li>• Positioning of staff to aid supervision in this area.</li> <li>• Discussions amongst staff of potential risks associated with people in the houses being able to watch kinder yard.</li> <li>• All staff aware of risk, and mindful of tradespeople and people living in houses.</li> <li>• All staff are vigilant to watch for any unknown people who may be taking an interest in the children playing outside.</li> <li>• Doors kept closed, especially if educators are</li> </ul>		When pirate ship is replaced, will look for something that allows for better supervision.

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
	kitchen areas <ul style="list-style-type: none"> <li>• Rubbish left in yard by trespassers</li> <li>• Access to kinder rooms from foyer</li> </ul>	outside. <ul style="list-style-type: none"> <li>• Grounds check done prior to children arriving each morning.</li> <li>• Kinder room doors from foyer kept locked at all times.</li> <li>• Office usually staffed during session, to act of first point of contact for visitors.</li> <li>• Lock on office window has been replaced so that window can be kept locked at all times when the office is not staffed, thus preventing access to kinder rooms through office window.</li> </ul>		
Your organisation's physical environment (situational risk)  Woods St	<ul style="list-style-type: none"> <li>• Close proximity to parkland</li> <li>• Close proximity to busy footpath</li> <li>• L-shaped yard</li> <li>• Bathroom supervision</li> </ul>	<ul style="list-style-type: none"> <li>• Consider placement of educators to ensure adequate supervision in all areas of the yard.</li> <li>• Grounds check done prior to children arriving each morning.</li> <li>• Shrubbery and fencing options used to provide screening for yard.</li> <li>• All staff are vigilant to watch for any unknown people who may be taking an interest in the children playing outside.</li> <li>• Careful placement of educators to ensure adequate supervision in all areas of the yard.</li> <li>• Careful placement of educators to ensure adequate supervision in all areas, including bathroom.</li> <li>• Mirrors placed in strategic locations to ensure adequate vision.</li> </ul>		Consider purchasing more mesh screens to cover fence.

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
	<ul style="list-style-type: none"> <li>• Access to office, storeroom, kitchen</li> <li>• Rubbish left in yard by trespassers</li> </ul>	<ul style="list-style-type: none"> <li>• Doors kept closed as much as possible.</li> <li>• Grounds check done prior to children arriving each morning.</li> </ul>		
Your organisation's online environment (situational risk)	<p>Online apps/websites used by the service include:</p> <ul style="list-style-type: none"> <li>• Storypark</li> <li>• Zoom (used with children during remote learning)</li> <li>• Facebook page</li> <li>• Beaconsfield Kindergarten website</li> <li>• Spotify (for playing music)</li> <li>• You Tube (for playing music and videos)</li> </ul>	<ul style="list-style-type: none"> <li>• All parents are asked for permission to use their child's photo in any publications (including online) at the beginning of each year.</li> <li>• Storypark is a private app that is accessible only by families of children attending the service. Individual children's profiles can only be seen by their educators and families.</li> <li>• Children can be provided with two separate Storypark accounts if necessary due to circumstances between separated families.</li> <li>• Any photos or videos of children that are posted on the kinder's social media or website either do not identify the child or include their first name only.</li> <li>• Children rarely access online content while at kinder. If they do, they are closely supervised by an educator.</li> <li>• Beaconsfield Kindergarten's <i>Child Safe Environment Policy</i> includes procedures on ensuring children's online safety.</li> <li>• Beaconsfield Kindergarten's <i>Privacy and Confidentiality Policy</i> includes processes and procedures for ensuring the privacy of all children and families, including online.</li> <li>• When accessing online content, staff use paid subscriptions where possible to minimise the risk of any inappropriate ads.</li> <li>• Beaconsfield Kindergarten has clear guidelines on</li> </ul>		Revisit paid subscriptions for Spotify and You Tube. How does this fit with Microsoft 365 (if at all)?

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
		<p>reporting requirements of all staff and the Centre Manager is available for assistance if needed.</p> <ul style="list-style-type: none"> <li>• Zoom was used with children during remote learning. Safety procedures included: <ul style="list-style-type: none"> <li>○ Two educators to be present in all Zoom sessions</li> <li>○ Waiting room used, and only known people to be admitted to the session.</li> <li>○ Any unknown person who may enter to be immediately removed and the session ended.</li> <li>○ If any inappropriate language or behaviour is displayed by a child or someone else, that person's connection to be immediately ended.</li> <li>○ Educators advise families if the session is recorded.</li> </ul> </li> </ul>		
<p>The children involved in your organisation (vulnerability risks)</p> <ul style="list-style-type: none"> <li>• CALD</li> <li>• Aboriginal and Torres Strait Islander</li> <li>• Chn with disabilities</li> </ul>	<p>Beaconsfield Kindergarten is seeing an increase in children who may be experiencing vulnerability, including CALD, ATSI, children with disabilities, those known to Child Protection.</p>	<ul style="list-style-type: none"> <li>• All children are supported through individual learning plans.</li> <li>• All families/carers are recognised as their children's first teachers.</li> <li>• All families/carers are asked to provide input into the child's ILP.</li> <li>• Individual goals are set based on the developmental needs of the child.</li>   <li>• Australian, Aboriginal and Torres Strait Islander flags on display inside both services.</li> <li>• O'Neil Rd: Australian, Aboriginal and Torres Strait Islander flags flown outside service.</li> <li>• Children are taught an Acknowledgement of Country, which is performed regularly as a group.</li> <li>• Educational programs include acknowledgement of indigenous Australians as Australia's first people.</li> </ul>		<p>Liaise with Council about more flag poles and flying flags all the time at Bonette Reserve (opposite at Woods St service).</p>

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
		<ul style="list-style-type: none"> <li>• All families asked to share relevant information from their cultural heritage.</li> <li>• Harmony Day is celebrated each year.</li> <li>• Families are encouraged to share cultural celebrations, foods etc as appropriate.</li> <li>• Children with additional needs are supported through KIS applications.</li> <li>• Additional assistants used where possible to support each group.</li> <li>• Resources within the kindergarten show a variety of skin colours, genders, family types and living arrangements, to support all children and families to feel safe and welcome at Beaconsfield Kindergarten.</li> </ul>		<p>Ensure that new resources continue to reflect the children and families attending Beaconsfield Kindergarten.</p>
<p>Your organisation's people (propensity risk)</p> <ul style="list-style-type: none"> <li>• Teachers</li> <li>• Educators</li> <li>• Volunteers (incl parents)</li> <li>• Students</li> <li>• Contractors</li> <li>• Staff may be friends with families</li> </ul>	<p>Kindergartens naturally attract people who want to work with young children. Our current staff are all women, mostly middle-aged who have had children of their own. Many of the staff have worked at the service for many years.</p> <p>Volunteers are generally parents/carers or other family members of the children attending the service.</p> <p>Beaconsfield Kindergarten often hosts students who are studying to work in the early childhood field.</p>	<ul style="list-style-type: none"> <li>• A commitment to child safety is included in all advertisements for new staff.</li> <li>• Interviews and referee check are done prior to the employment of new staff.</li> <li>• Working with Children Checks and/or VIT registration is confirmed prior to any staff commencing. Inappropriate people are not employed by the service.</li> <li>• All staff are guided by the Beaconsfield Kindergarten Staffing Code of Conduct.</li> <li>• All other attendees at the service are guided by the Beaconsfield Kindergarten Parent, Guardian and Volunteer Code of Conduct.</li> <li>• The Beaconsfield Kindergarten Philosophy guides all service staff on the values and expectations of the</li> </ul>		

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
	<p>Contractors may attend the service for a variety of reasons. When possible, contractors are asked to attend while there are no children present. If this is not possible, only contractors with WWCC are permitted onsite.</p>	<p>service.</p> <ul style="list-style-type: none"> <li>• Beaconsfield Kindergarten is a signatory to the VECTEA and also has a <i>Staff Counselling &amp; Discipline Policy</i>, both of which detail appropriate actions for dealing with inappropriate behaviour.</li> <li>• The Centre Manager acts as the Head of Organisation for the Reportable Conduct Scheme. This ensures that a volunteer committee member, who potentially has little knowledge of the scheme or the relevant processes, is not left with this important role.</li> <li>• Volunteers, students and contractors are always supervised by educators/staff and are never left alone with children.</li> <li>• All staff complete mandatory reporting training each year.</li> </ul>		
<p>Your organisation's structures (institutional risk)</p> <ul style="list-style-type: none"> <li>• Committee of Management</li> <li>• Leadership Team</li> <li>• Centre Manager</li> </ul>	<p>Beaconsfield Kindergarten is managed by a volunteer Committee of Management. Members of the committee are generally parents/carers of children attending the service. Some committee members stay for a few years, some for only one or two years. Committee members may develop strong relationships with the educators of their child/children.</p> <p>The Committee has a subcommittee of executive leadership, who work closely with the Centre Manager and Leadership Team to manage the kindergarten's finances and</p>	<ul style="list-style-type: none"> <li>• Committee meetings are held after hours when children are not present.</li> <li>• All committee members must have a Working with Children Check in order to work onsite while children are present.</li> <li>• Having a rotating committee ensures that fresh ideas and perspectives are brought with new members.</li> <li>• Having committee members from different groups ensures that staff do not have personal relationships with all committee members.</li> <li>• Executive Committee members are required to pass a police check.</li> </ul>		<p>Ensure that there is representation from across groups and the two services on the Committee of Management. How can this be done better?</p>

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
	<p>staffing.</p> <p>A Leadership Team of staff (Centre Manager, ECTs and lead co-educator) assist the Committee of Management with the management of the kindergarten.</p> <p>Centre Manager employed to support volunteer committee.</p>	<ul style="list-style-type: none"> <li>• The Leadership Team is comprised of experienced and highly-qualified staff who have proven their commitment to working in the best interests of the children and the service.</li> <li>• The Centre Manager acts as a “constant” and is able to provide advice and leadership on child safety concerns, including Reportable Conduct Scheme, Child Safe Standards, etc.</li> </ul>		
Your organisation’s culture (institutional risk)	Beaconsfield Kindergarten has a strong culture of recognising the value and importance of young children and their early education.	<ul style="list-style-type: none"> <li>• All educators are qualified early childhood professionals, having completed tertiary qualifications in early childhood education and care.</li> <li>• Centre Manager stays up to date with any legislative changes (e.g. new Child Safe Standards), undertakes relevant training and communicates changes to staff.</li> <li>• All staff are required to undertake mandatory reporting training each year.</li> <li>• The service has a collaborative culture, and teams within each group work closely together to support each child and family.</li> <li>• Each year, all 4yo kinder groups attend a KidsROAR protective behaviours session, which supports them to learn key personal safety strategies. This learning is reinforced by educators through the educational program.</li> </ul>		Centre Manager to keep better records of staff Mandatory Reporting training.

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
Your organisation's policies and procedures (institutional risk)	<p>Beaconsfield Kindergarten has a thorough and comprehensive set of policies that include all mandatory ECEC policies as well as many optional policies.</p> <p>Code of Conduct</p> <p>Thorough and effective recruitment process.</p>	<ul style="list-style-type: none"> <li>• A thorough policy review process is implemented by the Centre Manager, with support from staff and committee. All policies are reviewed at a minimum of every two years, with many reviewed annually.</li> <li>• During the policy review process, the policies under review are emailed to all committee members and staff.</li> <li>• Policies are available in hard copy in the office and online on the kindergarten's website.</li> <li>• Policies relevant to child safety include <i>Child Safety Policy, Interactions With Children Policy, Compliments &amp; Complaints Policy, Staff Counselling &amp; Discipline Policy</i> and <i>Incident, Injury, Trauma &amp; Illness Policy</i>.</li> <li>• The <i>Staff Counselling &amp; Discipline Policy</i> includes procedures for dealing with Reportable Conduct Scheme concerns, as well as any other concerns about staff performance.</li> <li>• Families are emailed advising which policies are being reviewed and invited to provide feedback.</li> <li>• Beaconsfield Kindergarten has a Staff Code of Conduct and a Parent, Guardian and Volunteer and Student Code of Conduct. These codes, and the <i>Interactions With Children Policy</i> clearly establishes what is appropriate and inappropriate behaviour towards children.</li> <li>• Contractors are not given a copy of the Code of Conduct, however whenever possible contractors attend outside of kindergarten hours.</li> <li>• All advertisements include a statement of the</li> </ul>		<p>More thorough reference checks to be done for casual staff.</p>

Risk factor	Analysis	Existing risk controls	Is this enough to keep children and young people safe?	New controls required
		service's commitment to child safety, shortlisting and interviews. For the preferred candidate, we will then conduct referee checks and check		