

Our Centre is committed to the safety, wellbeing and support of all children and young people. Management, Staff and volunteers will treat all children with the utmost respect and understanding.

Our Centre believes that:

- Children are capable of the same range of emotions as adults.
- Children's emotions are real and need to be accepted by adults.
- A reaction given to a child from an adult in a child's early stages of emotional development can be positive or detrimental depending on the adult's behaviour.
- Children, who preserve, enhance and better understand their body's response to an emotion is more able to predict the outcome from a situation and evade them or ask for help.

It is important that children are able to learn and develop in a safe and supportive environment. The safety, health and wellbeing of children is our number one priority. We have zero tolerance for child abuse and are committed to acting in children's best interests. We will ensure our environment and practices are always safe, consistent with best practice and legislative requirements including the Child Safe Standards.

All Educators, Staff and Volunteers are committed to identifying possible risk and significant risk of harm to children and young people at the Service. We comprehend our duty of care responsibilities to protect children from all types of abuse, and adhere to our legislative obligations at all times.

We aim to implement effective strategies to assist in ensuring the safety and wellbeing of all children. Our Centre will perform proficiently and act in the best interest of the child, assisting them to develop to their full potential in a secure and caring environment by:

- Promoting the safety of children
- Preventing child abuse
- Ensuring effective processes are in place to respond to and report allegations of child abuse
- Creating and maintaining a child safe environment under the National Quality Standard

What is Abuse?

Child abuse is any action towards a child or young person that harms or puts at risk their physical, psychological or emotional health or development. Child abuse can be a single incident, or can be a number of different incidents that take place over time.

In Victoria abuse is classified into seven types:

1. Physical abuse
2. Sexual abuse
3. Grooming
4. Emotional or psychological harm
5. Neglect
6. Family violence
7. Children exhibiting inappropriate sexual behaviour.

Definitions

Maltreatment refers to non-accidental behaviour towards another person, which is outside the norms of conduct and entails a substantial risk of causing physical or emotional harm. Behaviours may be intentional or unintentional and include acts of omission and commission. Specifically abuse refers to acts of commission and neglect acts of



omission. Note that in practice the terms child abuse and child neglect are used more frequently than the term child maltreatment

Significant Harm refers to circumstances causing concern for the safety, welfare and wellbeing a child or young person present to a significant extent. This means it is sufficiently serious to warrant a response by a statutory authority irrespective of the family's consent.

What is significant is not minor or trivial, and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child's or young person's safety, welfare, or wellbeing.

In the case of an unborn child, what is significant is not minor or trivial and may reasonably be expected to produce a substantial and demonstrably adverse impact on the child.

Reasonable grounds refers to the need to have an objective basis for suspecting that a child may be at risk of abuse and neglect based on:

- First hand observation of the child or family
- What the child, parent or other person has disclosed
- What can reasonably be indirect based on observation, professional training and/ or experience that causes the mandated reporter to believe the child has been abused or is likely to be abused
- Signs of physical or sexual abuse leading to the belief that the child has been abused

Failure to disclose refers to the failure of a mandated reporter who has reasonable belief that a child under 16 has had a sexual offence committed to them by an adult to make a report to the police.

Failure to protect refers to a person of authority in the organisation who has the power or responsibility, but who negligently fails to reduce or remove the threat of substantial risk of child sexual abuse.

Mandatory Reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In Victoria, mandatory reporting is regulated by the *Children, Youth and Families Act 2005* (Vic) ss. 162, 182, 184 (CYFA).

Mandatory Reporters

Mandatory reporters are people who deliver the following services, wholly or partly, to children as part of their paid or professional work. Under the CYFA mandated reporters include:

- Doctors
- Nurses
- Teachers (including early childhood teachers)
- School principals
- Police

According to the CYFA mandated reporters (including people employed in children's services and unpaid managers of these services) must make reports if they form a belief based on reasonable grounds that a child is in need of protection because:

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



- The parent's or other caregiver's behaviour means the child has suffered or is at risk of suffering serious psychological harm

To form a belief the reporter must be aware of matters that lead them to reasonably believe that a child is in need of protection.

Protect Child Safe Standards

From 1 January 2016 all early childhood services are required to comply with the Child Safe Standards. These standards aim to drive continuous improvement, by raising awareness and assisting organisations to create and maintain child safe environments.

The Standards

Our Centre commits to an environment and practices which are consistent with the Child Safe Standards.

To create and maintain a child safe organisation, each early childhood centre must have in place:

Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements

Standard 2: A child safe policy or statement of commitment to child safety

Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children

Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel

Standard 5: Processes for responding to and reporting suspected child abuse

Standard 6: Strategies to identify and reduce or remove risks of child abuse

Standard 7: Strategies to promote the participation and empowerment of children.

Many of the practices and procedures which support these standards are embedded in our existing policies which are referenced below with additional comment where relevant.

Standard 1: *Strategies to embed an organisational culture of child safety, including through effective leadership arrangements*

The Nominated Supervisor embeds a culture of child safety in several ways including:

- Ensuring staff are appropriately qualified and ratios are met
- Ensuring all staff understand their responsibilities under the National Law and Regulations, National Quality Standard (NQS) and the Early Years Learning Framework (EYLF)
- Ensuring all staff, visitors and volunteers are aware of and comply with our Code of Conduct
- Organising appropriate information, instruction, training or supervision to staff

Our *Child Protection Policy* outlines our Child Protection Risk Management Strategy:

- Procedures for Reporting and Documenting Abuse or Neglect (also Standard 5)
- Procedures for Managing Breaches
- Information for Families

Under the NQS, children's culture and heritage must be regularly embedded in our learning programs. For example:

- NQS 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes *in relation to their identity, connection with community, wellbeing, and confidence as learners and effectiveness as communicators.*
- NQS 1.1.2 Each child's current knowledge, ideas, *culture*, abilities and interests are the foundation of the program



Additionally educators integrate EYLF Principles and Practices like 'respect for diversity', 'cultural competence' and 'high expectations and equity' into the curriculum to ensure children achieve the learning outcomes related to their identity, connection to their world and sense of wellbeing. Educators do this in numerous ways including:

- Providing resources and information that promote Indigenous and other cultures
- Establishing links with local Indigenous and cultural groups
- Inviting families and community members to visit the centre and complete activities and experiences with the children
- Through intentional teaching strategies promoting Indigenous customs, stories, traditions, history and that of other cultures
- Working with other professionals to assist children with additional needs
- Ensuring all children can participate in learning activities

Records which enable staff to monitor and review incidents, and implement continuous improvement practices, are maintained as required under the National Law and our *Incident, Injury, Trauma and Illness Policy*.

Standard 2: *A Child Safe Policy or statement of commitment to child safety*

This policy is available to all families, as part of our regular policy review program.

Standard 3: *A Code of Conduct that Establishes Clear Expectations for Appropriate Behaviour with Children*

The *Code of Conduct Policy* sets out clear expectations for appropriate behaviour with children. For example, all staff and volunteers will:

- Implement activities and experiences that are age appropriate, culturally sensitive and inclusive
- Comply with all centre policies, including those which protect children from harm, abuse and neglect
- Refrain from developing close personal relationships with children outside work
- Refrain from using abusive, derogatory or offensive language
- Not favour any particular child.

The Code also provides the following examples of appropriate interactions with children

- Use of YouTube, social media and technology to support age appropriate curriculum
- Physical contact to soothe children, build trusting relationships, demonstrate learning and skills and assist children with additional needs
- Families and visitors will not have physical contact with children at the centre that are not their own unless a staff member is present.

Our Interactions with Children, Families and Staff Policy and *Respect for Children Policy* also contains clear guidelines on appropriate behaviour with children as discussed under Standard 6.

All Families and Visitors wishing to undertake Volunteer Work at Brunswick Crèche & Day Nursery must read and sign the *Families and Visitors Code of Conduct Form*, and returned before any duties takes place within the centre. All Parents read and sign the Code of Conduct and return it with the Enrolment Form upon commencement.

Standard 4: *Screening, Supervision, Training and other Human Resources Practices that Reduce the Risk of Child Abuse by New and Existing Personnel*

Our Policies and Procedure:

- Code of Conduct
- Employment of Educators
- Grievance Policy (Staff)
- In-service & Staff Development Policy
- Management Committee Policy



- Relief Staff Policy
- Students and Volunteers Policy

These Policies details our commitment to the professional development and performance management of all staff. It explains, for example, that the Nominated Supervisor will complete an annual performance appraisal for all staff, as well as for new staff after 3 months service.

Appraisals are used to ensure staff are aware of their duties and responsibilities and to identify training needs which include child safety practices. The Nominated Supervisor will ensure funds are set aside for training in the annual budget.

Child protection training may cover the definition of abuse, how to identify abuse and reduce risks, including for children with disabilities, inappropriate behaviour between children and inappropriate behaviour between children and adults. Training may occur through a recognised face to face or on-line training course, mentoring and at staff meetings.

These Policy also outlines orientation practices to ensure new or returning staff are aware of current centre policies and procedures, and relevant legislative requirements including their child protection obligations. Training is undertaken where required.

Our *Employment of Educators* contains recruitment and selection procedures which reduce the risk of child abuse by staff. The procedures cover position descriptions, advertising, interviews, and selection of candidates. For example:

- Position descriptions will clearly describe the expectations for staff to provide a safe and supportive environment for children (also Standard 1)
- Job advertisements will state applicants need to have a clear Working With Children Check
- Applicants will be questioned on their understanding of child safety and child protection, and permission is obtained to contact referees

Our *Staffing Arrangements Policy* sets out the required ratios of staff to children, staff qualifications and the requirement for the Nominated Supervisor to read a person's Working With Children Check before the person is employed or works as a volunteer at the centre (unless exemptions apply).

Standard 5: Processes for Responding to and Reporting Suspected Child Abuse

Our *Child Protection Policy* contains clear procedures for responding to and reporting suspected abuse and neglect, including allegations of abuse made against staff members. Where staff members are involved, the Approved Provider or Nominated Supervisor must review the person's duties, and if they continue to interact with children while the allegation is investigated, ensure they are appropriately supervised at all times.

The Policy outlines appropriate interactions and behaviour if staff receive a disclosure of abuse from a child or adult, and contains information for families about the way staff teach children about protective behaviour.

Our response to cases of abuse will be culturally sensitive. For example we will engage with families and/or community members to improve our understanding of cultural behaviours and inform our responses.

Standard 6: Strategies to Identify and Reduce or Remove the Risk of Abuse

Our *Respect for Children Policy* contains extensive guidelines and examples about positive interactions with children to promote their self esteem, and positive behaviour guidance. The Policy also clearly states that staff will not isolate, intimidate or subject children to corporal punishment to guide behaviour. Instead staff may take actions which include:

- Ignoring negative behaviour and praising positive behaviour
- Using key words with signing and visuals to help children with communication difficulties



- Using minimal steps in directions and allowing time for children to understand
- Using terminology that children understand
- Providing opportunities for exercise which can calm anxious or agitated children
- Intentionally teaching behaviours
- Putting themselves in the child's position to try and understand where the behaviour came from

Our *Visitors Policy* sets out the practices which will be followed for visitors to the centre:

- Visitors will never be left alone with children and will always supervised by staff
- Visitors must have or obtain a child protection clearance (unless exempt) before being allowed into the centre
- Specialists or professionals engaged to support a child will only be allowed to visit and engage with the child if written authorisation has first been obtained from the child's parents

Our *Technology Media Policy* requires technology only be used to support children's learning, that only age appropriate websites will be accessed and that staff will directly supervise children when they are on-line. Children will view 'G' rated videos only.

Our *Social Networking Policy* contains a number of measures designed to ensure children's privacy and wellbeing. For example:

- Staff will not post any information or photos from the centre on personal social media accounts
- Staff will not use their personal camera or phones to take photos or video while at the centre
- The Nominated Supervisor must obtain authorisation from a child's parents before posting any photos of their child on a centre social media account or website

Standard 7: Strategies to Promote the Participation and Empowerment of Children

The National Quality Standard (NQS) promotes children's agency and participation in many ways. We are required to meet the following NQS Elements for example:

- 1.1.2 Each child's current knowledge, ideas, culture, abilities and interests are the foundation of the program
- 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child's learning
- 1.1.5 Every child is supported to participate in the program
- 1.1.6 Each child's agency is promoted, enabling them to make choices and decisions and to influence events and their world
- 5.1.1 Interactions with each child are warm, responsive and build trusting relationships

Together with the EYLF, the NQS requires educators be responsive to children's ideas, interests and needs. For example EYLF principle 'Partnerships with Families' and EYLF Practice 'Responsiveness to Children' promote respectful and reciprocal relationships with children based on deep understanding of their interests, community and culture. Educators view children as active participants and decision makers. These types of relationships empower children to voice their views, ideas and concerns.

Staff will regularly discuss children's rights with children, including their right to make decisions about their body and privacy, that they have a right to feel safe at all times, to recognise signs that they do not feel safe, and that staff are available for them if they have any concerns (discussed further in our *Child Protection Policy*)

Our *Interactions with Children, Families and Staff Policy* and *Respect for Children Policy* contains extensive guidelines on the inclusion and agency of all children. For example staff will:

- Allow children to be as independent as possible, try things for themselves and experience the consequences of their choices while considering the risk and benefit to others.
- Ensure curriculum is generated mainly from children's ideas and interests
- Promote and value cultural diversity and equity for all children, families and colleagues



Our *Supporting Children's Individual Needs - Additional Needs Policy* indicates we welcome children with additional needs (including children from diverse cultural backgrounds) and will design or adapt the environment to ensure every child can participate and achieve meaningful learning outcomes. We will work with professionals, families and children to ensure that learning environments are suitable and implement plans or instructions.

Any questions about child safety or this Policy may be directed to the Approved Provider, Nominated Supervisor or Certified Supervisor in day to day charge of the centre. If you have any concerns about the way these managers address or respond to child safety issues, you may contact the Child Protection Hotline on 131 278, the Department of Education and Training (Children's Services) on 1300 307 415 or the Police on 000.

The Principles

Three overarching principles are embedded into each standard to ensure that organisations are aware of, and consider that some groups of children and young people may be particularly vulnerable, and may face extra challenges in reporting abuse.

These principles are:

- Promoting the cultural safety of Aboriginal children
- Backgrounds
- Promoting the safety of children with a disability.

For more information, refer to:

Cultural safety of Aboriginal children: <https://ccyp.vic.gov.au/assets/resources/tipsheet-cultural-safety-aboriginal-children.pdf>

Cultural safety of children from culturally and/or linguistically diverse backgrounds:

<https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-cult-ling-diverse.pdf>

Safety of children with a disability: <https://ccyp.vic.gov.au/assets/resources/tipsheet-safety-children-disability.pdf>

Indicators of Abuse

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

Physical Child Abuse

Physical child abuse is the non-accidental infliction of physical injury or harm of a child.

Examples of physical abuse may include beating, shaking or burning, assault with implements and female genital mutilation.

Indicators of physical child abuse

Physical indicators of physical child abuse include (but are not limited to):

- Evidence of physical injury that would not likely be the result of an accident
- Bruises or welts on facial areas and other areas of the body, e.g. back, bottom, legs, arms and inner thighs
- Burns from boiling water, oil or flames or burns that show the shape of the object used to make them, e.g. iron, grill, cigarette
- Fractures of the skull, jaw, nose and limbs, especially those not consistent with the explanation offered, or the type of injury possible at the child's age of development
- Cuts and grazes to the mouth, lips, gums, eye area, ears and external genitalia
- Bald patches where hair has been pulled out



- Multiple injuries, old and new
- Effects of poisoning
- Internal injuries

Behavioural indicators of physical child abuse include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emaciated and pale
- Exhibits significant delays in gross motor development and coordination
- Their parent/carer is unresponsive or impatient to child's cues and unreceptive to support

In all children, infants and toddlers:

- Disclosure of physical abuse, e.g. by child, friend, family member
- Inconsistent or unlikely explanation for cause of injury
- Wearing clothes unsuitable for weather conditions to hide injuries
- Wariness or fear of a parent, carer or guardian and reluctance to go home
- Unusual fear of physical contact with adults
- Fear of home, specific places or particular adults
- Unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others
- Overly compliant, shy, withdrawn, passive and uncommunicative
- Change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, e.g. bed-wetting
- No reaction or little emotion displayed when being hurt or threatened
- Habitual absences from the Centre without reasonable explanation, where regular attendance is expected
- Complaining of headaches, stomach pains or nausea without physiological basis, poor self-care or personal hygiene

Child Sexual Abuse

Child sexual abuse is when a person uses power or authority over a child to involve them in sexual activity.

This can include a wide range of physical and non-contact sexual activity

- Physical sexual contact:
 - Kissing or fondling a child in a sexual way
 - Masturbation
 - Fondling the child's genitals
 - Oral sex
 - Vaginal or anal penetration by a penis. Finger or other object
 - Exposure of the child to pornography
- Non-contact offences:
 - Talking to a child in a sexually explicit way
 - Sending sexual messages or emails to a child
 - Exposing a sexual body part to a child
 - Forcing a child to watch a sexual act including showing pornography to a child
 - Having a child pose or perform in a sexual manner (including child sexual exploitation)
 - Grooming or manipulation

Child sexual abuse does not always involve force. In some circumstances a child may be manipulated into believing that they have brought the abuse on themselves, or that the abuse is an expression of love through a process of grooming.



Any child can be victim of sexual abuse, however children who are vulnerable, isolated and/or have a disability are disproportionately abused and are much more likely to become victim.

Indicators of Child Sexual Abuse

Physical indicators of child sexual abuse include (but are not limited to):

- Injury to the genital or rectal area, e.g. bruising, bleeding, discharge, inflammation or infection
- Injury to areas of the body such as breasts, buttocks or upper thighs
- Discomfort in urinating or defecating
- Presence of foreign bodies in the vagina and/or rectum
- Sexually-transmitted infections
- Frequent urinary tract infections

Behavioural indicators of child sexual abuse include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emancipated and pale
- Exhibits significant delays in gross motor development and coordination

In all children, infants and toddlers:

- Disclosure of sexual abuse, e.g. by child, friend, family member
- Drawings or descriptions of stories that are sexually explicit and not age-appropriate
- Persistent and age-inappropriate sexual activity, e.g. excessive masturbation or rubbing genitals against adults
- Wariness or fear of a parent, carer or guardian and reluctance to go home
- Unusual fear of physical contact with adults
- Change in sleeping patterns, fear of the dark or nightmares and regressive behaviour, e.g. bed-wetting
- Wearing clothes unsuitable for weather conditions to hide injuries
- Unusually nervous, hyperactive, aggressive, disruptive and destructive to self and/or others
- Exhibits significant delays in gross and fine motor development and coordination
- Overly compliant, shy, withdrawn, passive and uncommunicative
- Fear of home, specific places or particular adults
- Poor self-care or personal hygiene
- Complaining of headaches, stomach pains or nausea without physiological basis

Child Sexual Exploitation

Child sexual exploitation is also a form of sexual abuse where offenders use their power, (physical, financial or emotional) over a child to sexually or emotionally abuse them.

It often involves situations and relationships where young people receive something (food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money etc.) in return for participating in sexual activities.

Child sexual exploitation can occur in person or online, and sometimes the child may not even realise they are a victim. For more information on child sexual exploitation and advice on specific strategies for identifying and preventing exploitation please see Prevention of Child Sexual Exploitation and Grooming at

<http://www.education.vic.gov.au/about/programs/health/protect/Pages/exploitationgrooming.aspx>

Grooming

Grooming is when a person engages in predatory conduct to prepare a child for sexual activity at a later time.

Grooming can include communicating and/or attempting to befriend or establish a relationship or other emotional connection with the child or their parent/carer.



Sometimes it is hard to see when someone is being groomed until after they have been sexually abused, because some grooming behaviour can look like "normal" caring behaviour.

Examples of grooming behaviours may include:

- Giving gifts or special attention to a child or their parent or carer (this can make a child or their parent feel special or indebted)
- Controlling a child (or that child's parents) through threats, force or use of authority (this can make a child or their parent fearful to report unwanted behaviour)
- Making close physical contact or sexual contact, such as inappropriate tickling and wrestling
- Openly or pretending to accidentally expose the victim to nudity, sexual material and sexual acts (this in itself is classified as child sexual abuse but can also be a precursor to physical sexual assault).

Indicators of Grooming

Behavioural indicators that a child may be subject to grooming include (but are not limited to):

- Developing an unusually close connection with an older person
- Displaying mood changes (hyperactive, secretive, hostile, aggressive, impatient, resentful, anxious, withdrawn, depressed)
- Using street/different language; copying the way the new 'friend' may speak; talking about the new 'friend' who does not belong to his/her normal social circle
- Possessing gifts, money and expensive items given by the 'friend'
- Being excessively secretive about their use of communications technologies, including social media
- Being dishonest about where they've been and whom they've been with

Emotional Abuse

Emotional child abuse occurs when a child is repeatedly rejected, isolated or frightened by threats, or by witnessing family violence.

It also includes hostility, derogatory name-calling and put-downs, and persistent coldness from a person, to the extent that the child suffers, or is likely to suffer, emotional or psychological harm to their physical or developmental health. Emotional abuse may occur with or without other forms of abuse.

Indicators of Emotional Abuse

Physical indicators of emotional abuse include (but are not limited to):

- Language delay, stuttering or selectively being mute (only speaking with certain people or in certain situations)
- Delays in emotional, mental or physical development

Behavioural indicators of emotional abuse include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emancipated and pale
- Exhibits significant delays in gross motor development and coordination
- Their parent/carer is unresponsive or impatient to child's cues and unreceptive to support

In all children, infants and toddlers:

- Overly compliant, passive and undemanding behaviour
- Extremely demanding, aggressive and attention-seeking behaviour or anti-social and destructive behaviour
- Low tolerance or frustration
- Poor self-image and low self-esteem
- Unexplained mood swings, depression, self-harm
- Behaviours that are not age-appropriate, e.g. overly adult, or overly infantile



- Exhibits significant delays in gross and fine motor development and coordination
- Poor social and interpersonal skills
- Violent drawings or writing
- Lack of positive social contact with other children

Neglect

Neglect includes a failure to provide the child with:

An adequate standard of nutrition

- Medical care
- Clothing
- Shelter
- Supervision

To the extent that the health or physical development of the child is significantly impaired or placed at serious risk

In some circumstances the neglect of a child:

- Can place the child's immediate safety and development at serious risk
- May not immediately compromise the safety of the child, but is likely to result in longer term cumulative harm

This includes low-to-moderate concerns for the wellbeing of a child, such as:

- Concerns due to conflict within a family
- Parenting difficulties
- Isolation of a family or a lack of apparent support
- Both forms of neglect must be responded to via the Four Critical Actions for Early Childhood Services.

Indicators of Neglect

Physical indicators of neglect include (but are not limited to):

- Appearing consistently dirty and unwashed
- Being consistently inappropriately dressed for weather conditions
- Being at risk of injury or harm due to consistent lack of adequate supervision from parents
- Being consistently hungry, tired and listless
- Having unattended health problems and lack of routine medical care
- Having inadequate shelter and unsafe or unsanitary conditions

Behaviour indicators of neglect include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emaciated and pale
- Exhibits significant delays in gross motor development and coordination
- Inadequate attention to the safety of the home (e.g. dangerous medicines left where children may have access to them)
- Being left unsupervised, either at home, on the street or in a car
- Their parent/carer is unresponsive or impatient to child's cues and unreceptive to support
- Developmental delay due to lack of stimulation

In all children, infants and toddlers:

- Being left with older children or persons who could not reasonably be expected to provide adequate care and protection
- Gorging when food is available or inability to eat when extremely hungry
- Begging for, or stealing food



- Appearing withdrawn, listless, pale and weak
- Aggressive behaviour, irritability
- Little positive interaction with parent, carer or guardian
- Indiscriminate acts of affection and excessive friendliness towards strangers
- Exhibits significant delays in gross and fine motor development and coordination
- Poor, irregular or non-attendance at the Centre (where regular attendance is expected)
- Refusal or reluctance to go home
- Self-destructive behaviour
- Taking on an adult role of caring for parent

Family Violence

Family violence is behaviour towards a family member that may include:

- Physical violence or threats of violence
- Verbal abuse, including threats
- Emotional or psychological abuse
- Sexual abuse
- Financial and social abuse

A child's exposure to family violence constitutes child abuse. This exposure can be very harmful and may result in physical harm and long-term physical, psychological and emotional trauma. Action must be taken to protect the child, and to mitigate or limit their trauma.

Research shows that during pregnancy and when families have very young babies:

- There is an increased risk of family violence
- Pre-existing family violence may increase in severity
- There is an opportunity for intervention as families are more likely to have contact with services
- The longer that a child experiences or is exposed to family violence, the more harmful it is.

Family violence in Aboriginal and Torres Strait Islander Communities

In identifying family violence in Aboriginal and Torres Strait Islander communities it is important to recognise that:

- Aboriginal and Torres Strait Islander family violence may relate to relationships that aren't captured by the Western nuclear family model (e.g. grandparents, uncles and aunts, cousins and other community and culturally defined relationships)
- Aboriginal and Torres Strait Islander family violence can also include cultural and spiritual abuse
- Perpetrators of Aboriginal and Torres Strait Islander family violence may not be Aboriginal and Torres Strait Islander people

Aboriginal and Torres Strait Islander family violence occurs in a historical context of colonisation, dispossession, and the loss of culture. This has resulted in the breakdown of kinship systems and of traditional law, racism, and previous government policies of forced removal of children from families.

However, this should never detract from the legitimacy of the survivor's experience of violence, or your obligation to report and respond to any suspected family violence.

Indicators of Family Violence

Physical indicators of family violence may include (but are not limited to):

- Speech disorders
- Delays in physical development
- Failure to thrive (without an organic cause)
- Bruises, cuts or welts on facial areas, and other parts of the body including back, bottom, legs, arms and inner thighs



- Any bruises or welts (old or new) in unusual configurations, or those that look like the object used to make the injury (such as fingerprints, handprints, buckles, iron or teeth)
- Internal injuries

Behavioural indicators of family violence may include (but are not limited to):

In an infant or toddler:

- Self-stimulatory behaviours, for example, rocking, head banging
- Crying excessively or not at all
- Listless and immobile and/or emancipated and pale
- Exhibits significant delays in gross motor development and coordination

In all children, infants and toddlers:

- Violent/aggressive behaviour and language
- Depression and anxiety
- Appearing nervous and withdrawn, including wariness of adults
- Difficulty adjusting to change
- Developmentally inappropriate bedwetting and sleeping disorders
- Extremely demanding, attention-seeking behaviour
- Participating in dangerous risk-taking behaviours to impress peers
- Overly compliant, shy, withdrawn, passive and uncommunicative behaviour
- 'Acting out', such as cruelty to animals
- Demonstrated fear of parents, carers or guardians, and of going home
- Complaining of headaches, stomach pains or nausea without physiological basis

Inappropriate Sexual Behaviour

Inappropriate sexual behaviour includes:

Problem Sexual Behaviour

Problem sexual behaviour is the term used by the Victorian government and funded service providers to describe concerning sexual behaviour exhibited by children under the age of 10 years. Children under 10 years are deemed unable to consent to any form of sexual activity and cannot be held criminally responsible for their behaviour.

Sexually Abusive Behaviour

Sexually abusive behaviour is the term used by the Victorian Government and funded service providers to describe concerning sexual behaviour by children aged 10 years or older and under 15 years of age. A child is considered to exhibit sexually abusive behaviour when they have used power, authority, or status to engage another party in sexual activity that is unwanted or the other party is unable to give consent. A child who engages in sexually abusive behaviour may be in need of therapeutic treatment. It may also be an indicator that the child has been or is being sexually abused by others.

Sexually abusive behaviour may amount to a sexual offence. A sexual offence includes rape, sexual assault, indecent acts and other unwanted sexualised touching, all of which are offences under the Crimes Act 1958.

It may be difficult to determine the nature of children's sexual behaviour, including whether the behaviour:

- Constitutes a sexual offence
- Is indicative of any underlying abuse

Under Victorian Law:

- Children aged between 12-15 can only consent to sexual activity with a peer no more than two years their senior (therefore sexual contact led by a child with another child outside of these age parameters may amount to a sexual offence)



- In order for a person to consent to sexual activity they have to have the capacity to understand the context and possible consequences of the act (therefore sexual contact led by a child involving a person with a cognitive impairment or affected by alcohol and other drugs may also amount to a sexual offence)

Most critically the 'Four Critical Actions for Early Childhood Services: Responding to Incidents, Disclosures or Suspicions of Child Abuse' will be followed if:

- You witness an incident, receive a disclosure or form a reasonable suspicion that a child has engaged in inappropriate sexual behaviour, even if you're not sure (these actions will support you to report to Victoria Police)
- A child's inappropriate sexual behaviour leads you to form a reasonable belief that the child may be subject to abuse

NOTE: All definitions and indicators of child abuse sourced from: State of Victoria (Department of Education and Training). (2017). Early childhood guidance: Identifying signs of child abuse. Retrieved from www.education.vic.gov.au

Our Centre strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to keep up to date, by completing Child Protection Awareness Training annually, ensuring they keep up to date with their current responsibilities as Mandatory Reporters.

NOTE: The reporter is not required to prove that abuse has occurred.

Management/Nominated Supervisor will ensure:

- The Nominated Supervisor of the Centre and any certified supervisor in day-to-day charge of the Centre have successfully completed a course in child protection approved by the Regulatory Authority.
- All employees and volunteers are:
 - Clear about their roles and responsibilities regarding child protection.
 - Aware of their requirements to immediately report cases where they believe a child is at risk of significant harm to the appropriate authority.
 - Aware of the indicators showing a child may be at risk of harm or significant risk of harm.
- To provide training and development for all educators, staff and volunteers in child protection
- To provide educators with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers.
- To validate a Working with Children Check for all educators, staff and volunteers unless the person meets the criteria for exemption from a WWCC. See exemption information at <http://www.workingwithchildren.vic.gov.au/home/about+the+check/who+needs+a+check/exemptions/>
- To provide access to relevant acts, regulations, standards and other resources to help educators, staff and volunteers meet their obligations.
- Records of abuse or suspected abuse are kept in line with our Privacy and Confidentiality Policy.
- To notify the Child Protection Services within 30 days of becoming aware of any allegations and convictions for abuse or neglect of a child made against an employee or volunteer and ensure they are investigated and appropriate action taken.
- To notify Child Protection Services of details of employees against whom relevant disciplinary proceedings have been completed or people whose employment has been rejected because of a risk identified in employment screening processes.
- To notify the regulatory authority as soon as practicable of any incident where you reasonably believe that physical and/or sexual abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service



- To notify the regulatory authority as soon as practicable of any allegation that sexual or physical abuse of a child has occurred or is occurring while the child is being educated and cared for by the Service.

Accusations against Educators

Accusations of abuse or suspected abuse against educators, staff members, and volunteers, the Nominated Supervisor or Approved Provider are treated in the same way as allegations against other people. Reports will be made to the Child Protection Helpline where a child is at risk of significant abuse by a person at the Service. If the Supervisor is involved in the abuse then the Approved Provider or most senior educator will assist in notifying the Child Protection Helpline. Where the offence requires immediate police action, the police will be called on 000.

Educators will:

- Be able to recognise indicators of abuse
- Respect what a child discloses, taking it seriously and follow up their concerns.
- Allow children to be part of decision-making processes where appropriate.
- Comprehend they are mandatory reporters under the legislation and report any situation where they believe on reasonable grounds a child is at risk of significant harm to the Police on 000, Child Protection Crisis Line on 132 278, and/or local Child Protection office (see end of policy for contact details) as appropriate
- Be able to contact Child FIRST, which also help mandatory reporters identify the level of risk to a child and whether to report the risk to the Child Protection Service.
- Contact the police on 000 if there is an immediate danger to a child and intervene instantly if it is safe to do so.
- Associate families with referral agencies where concerns of harm do not meet the threshold of significant harm. These services may be located through Child FIRST. Family consent will be sought before making referrals.
- Promote the welfare, safety and wellbeing of children at the Service.
- Prepare precise records recording exactly what happened, conversations that took place and what you observed to contribute to the investigations of abuse or suspected abuse by the Child Protection Crisis Line, local Child Protection office, or dealings with referral agencies.
- Understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people

Documenting a Suspicious Harm

If educators have concerns about the safety of a child they will:

- Record their concerns in a non-judgmental and accurate manner as soon as possible.
- Record his or her own observations as well as precise details of any discussion with a parent (who may for example explain a noticeable mark on a child).
- Not endeavour to conduct their investigation.
- Document as soon as possible so the details are accurately apprehended including:
 - Time, date and place of the suspicion
 - Full details of the suspected abuse
 - Date of report and signature

Documenting a Disclosure

A disclosure of harm emerges when someone, including a child, tells you about harm that has happened or is likely to happen. When a child discloses that he or she has been abused, it is an opportunity for an adult to provide immediate support and comfort and to assist in protecting the child from the abuse. It is also a chance to help the child connect to professional services that can keep them safe, provide support and facilitate their recovery from trauma. Disclosure is about seeking support and your response can have a great impact on the child or young person's ability to seek further help and recover from the trauma.



When receiving a disclosure of harm the Centre will:

- Remain calm and find a private place to talk
- Reassure the child or young person it is right to tell
- Let the child or young person take his or her time.
- Let the child or young person use his or her own words.
- Accept the child or young person will disclose only what is comfortable and recognise the bravery/strength of the child for talking about something that is difficult.
- Not promise to keep a secret
- Tell the child/person they have done the right thing in revealing the information but that they'll need to tell someone who can help keep the child safe
- Only ask enough questions to confirm the need to report the matter because probing questions could cause distress, confusion and interfere with any later enquiries
- Not attempt to conduct their own investigation or mediate an outcome between the parties
- Document as soon as possible so the details are accurately captured including:
 - Time, date and place of the disclosure
 - 'Word for word' what happened and what was said, including anything they said and any actions that have been taken
 - Date of report
 - Signature.
- Do not confront the perpetrator.

Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated. The individual who makes the complaint should not inform the person they have made the complaint about. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

Protection for reporters

Reports made to Child Protection Services are kept confidential. However, a law enforcement agency may access the identity of the reporter if this is needed in connection with the investigation of an alleged serious offence against a child. Under the *Children Youth and Families Act 2005* (s. 189), if the report is made in good faith:

- It does not constitute unprofessional conduct or a breach of professional ethics,
- The reporter cannot be held legally liable
- It does not constitute a breach of s. 141 of the *Health Services Act 1988*, or s. 346 of the *Mental Health Act 2014*.
- The reporter is not liable for the eventual outcome of any investigation.
- A report is also an exempt document under the *Freedom of Information Act 1989*.

Confidentiality for reporters

Under ss. 190 and 191 of the CYFA confidentiality is provided for reporters, and prevents the name or any information likely to lead to the identification of the reporter to be disclosed unless in very specific circumstances.

- The identity of the reporter must remain confidential unless;
 - The reporter chooses to inform the child or family of the report
 - The reporter consents in writing to their identity as the reporter being disclosed
- A court or tribunal decides it need this information in order to ensure the safety and wellbeing of the child
- A court or tribunal decides that in the interests of justice the evidence needs to be given.

Breach of Child Protection Policy

All educators and staff working with children have a duty of care to support and protect children. A duty of care is breached if a person:

- Does something that a reasonable person in that person's position would not do in a particular situation



- Fails to do something that a reasonable person in that person’s position would do in the circumstances
- Acts or fails to act in a way that causes harm to someone the person owes a duty of care.

Managing a Breach in Child Protection Policy

Management will investigate the breaches in a fair, unbiased and supportive manner by:

- Discussing the breach with all people concerned will be advised of the process
- Giving the educator the opportunity to provide their version of events
- Documenting the details of the breach, including the versions of all parties and the outcome will be recorded
- Ensuring the matters in relation to the breach are kept confidential
- Approaching an appropriate outcome which will be decided based on evidence and discussion

Outcome of a Breach in Child protection Policy

Depending on the nature of the breach outcomes may include:

- Emphasising the relevant element of the child protection policy and procedure
- Providing closer supervision
- Further education and training
- Facilitating between those involved in the incident (where appropriate)
- Disciplinary procedures if required
- Reviewing current policies and procedures and developing new policies and procedures if necessary.

Educating Children about Protective Behaviour

- Our program will educate children
- About acceptable and unacceptable behaviour, and what is appropriate and inappropriate contact at an age appropriate level and understanding
- About their right to feel safe at all times
- To say ‘no’ to anything that makes them feel unsafe or uncomfortable
- About how to use their own knowledge and understanding to feel safe.
- To identify signs that they do not feel safe and need to be attentive and think clearly.
- That there is no secret or story that is too horrific, that they can’t share with someone they trust.
- That educators are available for them if they have any concerns
- To tell educators of any suspicious activities or people.
- To recognise and express their feelings verbally and non-verbally.
- That they can choose to change the way they are feeling.

Reporting Authority	Contact Details
Department of Human Services	Child Protection Crisis Line (urgent concerns) Ph. 13 12 78 Ph. 1800 212 936 National Child Abuse Helpline: Ph. 1800 99 10 99 (9am-5pm AEST)



Jurisdictional Contacts	Contact Details
North Division Banyule, Buloke, Darebin, Campaspe, Central Goldfield, Gannawarra, Greater Bendigo, Hume, Loddon, Macedon Ranges, Mildura, Moreland, Mount Alexander, Nillumbik, Swan Hill, Whittlesea, Yarra.	1300 664 977
South Division Bass Coast, Baw Baw, Bayside, Cardinia, Casey, East Gippsland, Frankston, Glen Eira, Greater Dandenong, Kingston, Latrobe, Mornington Peninsula, Port Phillip, South Gippsland, Stonnington, Wellington.	1300 655 795
East Division Alpine, Benalla, Boroondara, Greater Shepparton, Indigo, Knox, Manningham, Mansfield, Maroondah, Mitchell, Moira, Monash, Murrindindi, Strathbogie, Towong, Wangaratta, Whitehorse, Wodonga, Yarra Ranges.	1300 360 391
West Division - Rural and regional only Ararat, Ballarat, Colac-Otway, Corangamite, Glenelg, Golden Plains, Greater Geelong, Hepburn, Hindmarsh, Horsham, Moorabool, Moyne, Northern Grampians, Pyrenees, Queenscliffe, Southern Grampians, Surf Coast, Warrnambool West Wimmera, Yarriambiack.	1800 075 599

Source: Australian Children’s Education & Care Quality Authority. (2014). Guide to the Education and Care Services National Law Education and Care Services National Regulations 2015, ECA Code of Ethics. Guide to the National Quality Standard. Child Protection (Working with Children) Act 2012 Children and Young Persons (Care and Protection) Act 1998, Children, Youth and Families Act 2005 (as amended 2014) (Vic), The Commission for Children and Young People Act 2012, Failure to Disclose 2014, Failure to Protect 2015, The Charter of Human Rights and Responsibilities Act 2006 (Vic), Working with Children Act 2005 (Vic), Child Wellbeing and Safety Act 2005 (Vic)

Family Law Act 1975 (Cth), State of Victoria (Department of Education and Training). (2017). *Early childhood guidance: Identifying signs of child abuse*. Retrieved from www.education.vic.gov.au, Community and Disability Services Ministers' Conference (2005). *Creating safe environments for children: Organisations, employees and volunteers: National framework*. , Community and Disability Services Ministers' Conference (2005). Schedule: Guidelines for building the capacity of child-safe organisations. *Creating safe environments for children Organisations, employees and volunteers: National framework*. The Commission for Children and Young People Act 1998, Early Years Learning Framework, National Quality Standard.

<https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>, ACT Government

<http://www.legislation.act.gov.au/a/2008-19/default.asp>

National Comparison of Child Protection Systems <https://aifs.gov.au/cfca/publications/national-comparison-child-protection-systems>, Reporting abuse and neglect <https://aifs.gov.au/cfca/publications/reporting-abuse-and-neglect>

Mandatory Reporting <https://aifs.gov.au/publications/families-policy-and-law/14-mandatory-reporting-laws>

Revised National Quality Standard http://www.dhs.vic.gov.au/data/assets/pdf_file/0003/582591/flowchart-mandatory-reporting-27-5-10.pdf, [Creating child safe organisations page](http://www.dhs.vic.gov.au/creating-child-safe-organisations) of the Department of Health and Human Services’ Service

Providers website: < <http://providers.dhhs.vic.gov.au/creating-child-safe-organisations>>, [Child safe standards page](http://providers.dhhs.vic.gov.au/child-safe-standards) of the Department of Health and Human Services’ Service Providers website: <http://providers.dhhs.vic.gov.au/child-safe-standards>. An

Overview to the Victorian child safe standards, has information to help organisations understand the requirements of each of the child safe standards, including examples of measures organisations can put in place, a self-audit tool and a glossary of key terms: < <http://providers.dhhs.vic.gov.au/child-safe-standards>>

Date Implemented: 14/12/2018

Review Completed: 02/04/2019

Schedule for Review: 02/04/2020

National Quality Standard – NQS

Quality Area 2: Children’s Health and Safety

2.2	Safety	Each child is respected
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2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.2	Incident and emergency management	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented
2.2.3	Child Protection	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect
Education and Care Service National Regulations		
84	Awareness of child protection law	
273	Course in child protection	

