



CHILD SAFETY AND WELLBEING POLICY

Our Service is committed to the safety, wellbeing and support of all children and young people in all aspects of operation within our Service. Services within Victoria are required to comply and adhere to the Child Safe Standards under the Child Wellbeing Safety Act 2005 (Vic). The Victorian [Child Safe Standards](#) were reviewed in 2022 with an aim to better align with the National Principles for Child Safe Organisations to ensure a greater focus on the safety and wellbeing of all children, improve Aboriginal cultural safety and empower children and young people. Our Service is committed to implementing an inclusive and culturally safe environment for Aboriginal and Torres Strait Islander children.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is respected
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.
	Child Safety and Protection effective Jan 2026)	Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND NATIONAL REGULATIONS	
S.162A	Child protection training
S.165	Offence to inadequately supervise children
S.166	Offence to use inappropriate discipline
S.167	Offence relating to protection of children from harm and hazards
82	Environment to be free from tobacco, vaping devices, vaping substances, drugs and alcohol
83	Staff members and family day care educators not to be affected by alcohol or drugs
84	Awareness of child protection law
97	Emergency and evacuation procedures
99	Children leaving the education and care service premises
115	Premises designed to facilitate supervision
122	Educators must be working directly with children to be included in ratios
123	Educator to child ratios- centre based services
136	First aid qualifications
145	Staff record
149	Volunteers and students
155	Interactions with children
162	Health information to be kept in enrolment record
167	Record of service's compliance
168 (2)(h)	Education and care services must have policies- Providing a child safe environment
168(ha)	The safe use of digital technologies and online environments at the service
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedure

175	Prescribed information to be notified to Regulatory Authority
358	Working with children check to be read

RELEVANT LAWS

Education and Training Reform Act 2006- Child Safe Standards- Managing the risk of child abuse in schools. Ministerial Order No. 1359
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
Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
Children Youth and Families Act 2005 (Vic)
Reportable Conduct Scheme

RELATED POLICIES AND PROCEDURES RELATED TO CHILD SAFETY AND WELLBEING

Additional Needs Policy Anti-Bias and Inclusion Policy Bullying, Discrimination and Harassment Policy Delivery of Children to and collection from Education and Care Premises Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Family Communication Policy Governance Policy Information Sharing and Family Violence Reforms (The Reforms) Policy Interactions with Children, Families and Staff Policy Multicultural Policy	Physical Environment Policy Performance Management Policy Privacy and Confidentiality Policy Probation, Induction and Orientation Policy Professional Development Policy Record Keeping and Retention Policy Recruitment Policy Reportable Conduct Scheme Policy Respect for Children Policy Safe Use of Digital Technologies and Online Environments Policy Staffing Arrangements Policy Student, Volunteer and Visitor Policy Supervision Policy Tobacco, Drug and Alcohol-Free Policy Writing Reviewing and Maintaining Policies
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PURPOSE

Our *Child Safety and Wellbeing Policy* will ensure the Service meets all obligations and requirements under the Child Wellbeing Safety Act 2005 (Vic). Our *Child Safety and Wellbeing Policy* will work together with the Service's *Code of Conduct Policy*, *Child Protection Policy*, *Recruitment Policy*, *Child Safe Environment Policy*, *Reportable Conduct Scheme Policy*, *Safe Use of Digital Technologies and Online Environments Policy*, *Dealing with Complaints Policy*, *Information Sharing and Family Violence Reforms (The Reforms) Policy* and other related policies to develop a child safe culture within the Service and community. This policy will provide direction and guidance for all educators, staff and visitors (including students and volunteers) to comply with and adhere to the Child Safe Standards and National Model Code to ensure a child safe environment for all children.

The 11 Child Safe Standards aim to create a culture where:

- the safety of children is promoted,
- child abuse is prevented and
- allegations of child abuse will be taken seriously and acted upon.

SCOPE

This policy applies to families, staff, educators, approved provider, nominated supervisor, management, students, volunteers and visitors of the Service.

OUR COMMITMENT TO CHILD SAFETY AND WELLBEING STATEMENT

Alphabet Preschool is committed to the safety and wellbeing of all children and young people. We understand our responsibilities and statutory duty of care to comply with both the Victorian Child Safe Standards and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our Service is committed to implementing and abiding by our Child Safety and Wellbeing Policy and Child Safe Environment Policy based on Child Safe Standards in Victoria (2022), which accentuates our zero tolerance for child abuse and raises awareness about the importance of child safety in our Service and the community.

We are dedicated to protecting children from abuse and neglect and promote a child safe environment, maintaining children's wellbeing. We adhere to our comprehensive Child Protection Policy, standing by

our mandatory reporting responsibilities to protect children from physical, sexual, emotional and psychological abuse and neglect.

We work to ensure there is clear awareness between appropriate and inappropriate behaviour concerning adults and children. We require clear precincts between children and employees, volunteers and the community to maintain children's safety.

We are dedicated to promoting cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

We value diversity and do not tolerate any discriminatory practices.

We are committed to ongoing professional development for educators and staff to maintain their ability to distinguish and respond to situations of abuse and neglect, ensuring educators and staff are responsive to their responsibilities in keeping children safe. Child protection training is mandatory for all staff at Alphabet Preschool.

We work in collaboration with the United Nations Convention on the Rights of the Child and have confidence in educating children about their right to be safe. We believe in teaching children what to do if they feel unsafe and encouraging them to express their view and thoughts on matters that directly affect them.

As educators we listen to and empower children to act on any concerns they or others may raise, which is reflected in our policies and procedures in keeping children safe. We enable children to have a voice and respect their choices and decisions.

IMPLEMENTATION

Our Service is committed to creating and maintaining an environment that promotes the safety of all children and embeds the Victorian Child Safe Standards. All educators, staff and volunteers are responsible for promoting a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children's sense of security and belonging.

DEFINITIONS

Child/Children refers to both children and young people under the age of 18 years.

Child Abuse refers to a sexual offence committed against a child, an offence committed against a child under section 49M (1) of the Crimes Act 1958 (Vic) such as grooming, physical violence against a child, causing serious emotional or psychological harm to a child, serious neglect of a child (Child Wellbeing and Safety Act 2005. Vic)

Complaint Expression of dissatisfaction made to or about an organisation related to its products, services, staff or the handling of a complaint where a response or resolution is explicitly or implicitly expected or legally required [AS/NZS 10002:2014 Complaint Management Standard].

Information Sharing Obligations refers to the Child Information Sharing Scheme and the Family Violence Information Sharing Scheme.

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

- firsthand observation of the child or family
- what the child, parent, or other person has disclosed
- what can reasonably be inferred 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 or,
- 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.

CHILD SAFE STANDARDS

In Relation to Standard 1: *Organisations establish a culturally safe environment in which the diverse and unique identities and experiences of Aboriginal children and young people are respected and valued.*

Through the identification and journey of establishing a culturally safe organisation, our Service will:

- show respect and a commitment to reconciliation by developing a Reconciliation Action Plan (RAP)
- promote cultural safety for Aboriginal children
- reflect on the current level of cultural competence of our educators and staff
- model and provide guidance to educators and staff to ensure compliance with a zero tolerance of racism within the Service
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- attend professional development to support educator and staff knowledge and understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Koorie educators or Traditional Elders to speak to children, educators, staff and families about the histories and cultures of the local area
- implement an Acknowledgement of Country which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities to access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages
- ensure our *Anti-Bias and Inclusion Policy* is adhered to, so all children, families, educators and staff are welcomed and treated equitably and with respect
- ensure our *Respect for Children Policy* is adhered to as educators develop positive relationships with children based on respect and fostering children's self-esteem and development

FOUNDATION STEPS OR FUTURE STEPS

Our Service will reflect on and review our cultural practices to determine the Service's journey and stage of cultural competence. Foundation Steps are to be identified for Services that are just starting out on their cultural competence journey. Foundation Steps are to be documented to outline changes required to policies, procedures and public commitments to show a plan of action to comply with Standard 1. Further Steps are to be documented for Services who have already begun a journey of cultural competence and the Service indicates they are meeting all Compliance Indicators of Standard 1.

A *Child Safety and Wellbeing Action Plan* has been developed to assist Services to document their progress and compliance of Standard 1 and identify actions required for for Foundation Steps or to identify compliance as Further Steps.

In Relation to Standard 2: *Child safety and wellbeing is embedded in organisational leadership, governance and culture.*

In the planning, development and implementation of a *Child Safety and Wellbeing Policy*, our Service will:

- create and maintain a child safe environment and comply with the Ministerial Order No. 1359- Child Safe Standards and Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015
- ensure a *Child Safety and Wellbeing Policy* is developed, implemented and reviewed with children, families and educators
- complete a *Child Safety and Wellbeing Action Plan* to assess our progress in meeting the requirements of the Child Safe Standards
- develop a Code of Conduct specific to our Service and ensure the Code of Conduct is Child Safe and is adhered to by all educators, staff and visitors to set behavioural expectations when working with children
- ensure compliance of the *Child Safety and Wellbeing Policy* and implementation of the 11 Child Safe Standards within the Service
- include child safety as a regular agenda item at team meetings
- adhere to a zero tolerance for child abuse
- value the input of and communicate regularly with families and carers regarding our *Child Safety and Wellbeing Policy*
- embed the eleven Child Safety Standards into Service policies and procedures
- promote the safety of children at all times
- foster a culture of openness and respect where children and adults feel safe to disclose risk of harm to children

In Relation to Standard 3: *Children and young people are empowered about their rights, participate in decisions affecting them and are taken seriously.*

With a focus on children's rights to safety and participation, our Service will:

- listen to and act decisively on any child safety concerns or allegations of abuse that are made
- recognise, respect and foster children's rights where their voices and views are listened to and valued
- promote the inclusion of children's voices in all decisions that affect them
- ensure every child will be equally valued. Their achievements and learning will be celebrated
- collaborate with children and families to support children's learning
- ensure information about the child's participation in the program is available to the child's family
- view children as active participants and decision makers, working with each child's unique qualities and abilities
- undertake critical reflection practices to reflect upon children's participation within the educational program
- ensure educators and staff adhere to the *Respect for Children Policy* and provide a child safe, comfortable and happy environment where children's concerns are always taken seriously and responded to
- support children's consent by acknowledging and respecting a child's right to refuse or say no
- never force a child to do something against their requests: This includes rest, eat, participation in group experiences and activities
- respond respectfully and appropriately to children's attempts as they participate within the educational program
- empower children to speak up and raise any concerns
- encourage children to develop confidence in their ability to express themselves
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon
- discuss with children how their photos and images will be used within the service or outside of the service and where age-appropriate ask children's permission before taking photos or videos
- ensure all educators, staff and volunteers are committed to identifying possible risk and significant risk of harm to children and young people and adhere to the *Child Protection Policy*
- ensure the *Behaviour Guidance – Bullying Policy* is adhered to as educators and staff provide support and direction for children to raise concerns
- educate children about protective behaviours through educational programs that are at an age-appropriate level and understanding
- implement Child Protection Educational Programs

- provide opportunities for children to contribute to the development of the *Service Philosophy* and Service Policies and Procedures

In Relation to Standard 4: *Families and communities are informed and involved in promoting child safety and wellbeing.*

As we endeavour to inform and involve families and communities in establishing and maintaining a Child Safe approach, our Service will:

- ensure new families are provided with a *Family Handbook* during the enrolment and orientation process to share information regarding service operations and governance of the Service
- ensure all families are welcomed and respected at our Service and are encouraged and supported to participate in decision making
- maintain confidentiality and privacy as per our *Privacy and Confidentiality Policy* when working with children, families and educators in relation to Child Protection matters
- respond to requests for information from Information Sharing Entities (ISEs) to improve children's wellbeing and safety under the Child Information Sharing Scheme
- ensure families are informed of our *Child Safety and Wellbeing Policy* upon enrolment through the Family Handbook and Orientation process.
- ensure families are invited and encouraged to participate in the development and review of Service Policies and the *Service Philosophy*
- provide regular information about the Service and ongoing opportunities for families to contribute to our curriculum
- inform families about the processes for providing feedback and making complaints
- encourage families to contribute to the continuous quality improvement progression within the Service through their involvement in the self-assessment and QIP review
- invite families to be involved with the self-assessment process and be informed of goals developed that form the Quality Improvement Plan (QIP)

In Relation to Standard 5: *Equity is upheld and diverse needs respected in policy and practice.*

As we aim to recognise and support diversity and work to promote vulnerable children, our Service will:

- ensure a *Statement of Commitment to Child Safety and Wellbeing* is developed to demonstrate a strong culture of child safety within the Service
- work in partnership with families and other professionals to ensure specific consideration and adaptations allow children with additional needs access and participation and achieve positive learning outcomes

- ensure all children are supported to participate in the educational program
- be responsive to each child, irrespective of their additional needs and abilities
- practice inclusivity and support children with additional needs to enable them to have equitable access to resources and participation in the educational program
- gather information about children's additional needs, cultural background and supports that may be required through the enrolment and orientation process
- support educators to implement inclusive strategies and practices in the delivery of quality education and care
- ensure the educational program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay
- create an inclusive program, which is adaptable and supportive of all children
- ensure all children have the right to be treated equally and with respect

In Relation to Standard 6: *People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.*

To ensure suitable educators and staff are employed in line with Child Safe recruitment practices, our Service will:

- implement a probation and induction orientation program to ensure new educators and staff are aware of their roles and responsibilities in relation to ensuring children are safe and well within the Service
- ensure comprehensive processes are followed in relation to recruitment of new educators and staff to include a commitment to Child Safe practices
- implement effective pre-employment screening to ensure we engage educators and staff who have the skills, experience, qualifications and general 'fit' in line with legislative and regulatory requirements.
- ensure all preferred candidates undergo appropriate pre-employment checks including reference checks, Working with Children Checks (WWCC), immunisation status checks, and where applicable National Police criminal history checks before an offer of employment is recommended
- ensure all educators and staff are required by law to undergo a WWCC which is verified by the Service to ensure it is valid and current before they start working
- request prospective applicants declare that they do not hold any prohibition notices preventing them from working with children and ensure the approved provider verifies prohibition notices through the [NQA ITS](#) system

- ensure at least 2 references are provided for a reference check. Where possible references should be from the immediate previous employer. The reference checks will ascertain, where possible, the applicant's attitudes and behaviours in previous child-related roles and ascertain whether the applicant has ever been the subject of complaints
- provide an induction process for all new educators and staff including relevant information on child safe practices adhering to the Child Safe Standards, Code of Conduct, strategies that identify, assess and minimise risks to children and mandatory reporting procedures
- ensure comprehensive job descriptions for each position will be available for all applicants, educators and staff members

In Relation to Standard 7: *Processes for complaints and concerns are child-focused.*

With a focus on responding appropriately to complaints and concerns, our Service will:

- ensure educators, staff and visitors follow and comply with the *Dealing with Complaints Policy* when matters are raised regarding child safety and wellbeing
- follow the *Dealing with Complaints Policy* for procedures regarding receiving and managing informal and formal complaints
- safeguard the interests of all children, their families, educators, staff and visitors, using procedures to ensure appropriate privacy and confidentiality practices are upheld
- ensure educators and staff have a sound understanding of developmentally appropriate sexual development in children and sexual behaviour that may be concerning and requires a response (See: *Dealing with Complaints Policy*)
- inform families about the processes for providing feedback and making complaints
- investigate and document the grievance or complaint fairly and impartially as per the *Grievance/Complaints Procedure*
- keep appropriate records of any complaint investigation and outcome and store these records in accordance with our *Privacy and Confidentiality Policy* and *Record Keeping and Retention Policy*
- notify the Regulatory Authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the Service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the Service
- ensure the *Reportable Conduct Scheme Policy* is adhered to and ensure that all allegations based on reasonable grounds are reported, including allegations made against educators or staff who do not have direct contact with children, and conduct that allegedly occurred outside of their work

- review complaints and grievances and keep them on record to ensure a pattern of similar grievances is not occurring
- ensure educators or staff will report any concerns they may have about inappropriate actions of any other employee that involves children or young people to management as per the *Reportable Conduct Scheme Policy*.

In Relation to Standard 8: *Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.*

In order to demonstrate our commitment to education and training for our educators, staff and volunteers, our Service will:

- provide all educators and staff with professional learning for the Child Safe Standards
- ensure Child Protection training is valid and updated every 12 months, and whenever significant changes are made to the child protection law or reporting requirements, to maintain skills and knowledge required by National Regulations and best practice
- develop a culture of learning through reflective practice within the service to drive continuous improvement
- ensure educators and staff participate in professional development to keep up to date with Child Protection ‘refresher’ and Child Safe Standards training ensuring currency and compliance
- ensure a person’s Working with Children Check is read before the person is engaged as an educator, volunteer or staff member at the Service
- ensure the approved provider has read a person’s Working with Children Check before nominating that person as a nominated supervisor or person in day-to-day charge of the service.
- ensure visitors to our Service are suitable and approved to work with children, including visitors engaged to provide professional development or allied health professionals

In Relation to Standard 9: *Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.*

As we develop a commitment to providing a safe physical and online environment for children, our Service will:

- ensure educators, staff, students and visitors are aware of and strictly adhere to our *Safe Use of Digital Technologies and Online Environments Policy*
- ensure any person providing education and care and working directly with children are not in possession of any personal electronic device that can take images or videos or personal storage and file transfer media- [National Model Code](#)

- ensure educators and staff only use service-issued electronic devices when taking images or videos of children while providing education and care- National Model Code
- ensure strict rules and procedures are clearly communicated with all educators and staff regarding the storage, disposal and use of images and videos including how long these can be kept
- ensure that the premises and facilities are designed and maintained to facilitate adequate supervision of children at all times while maintaining the rights and dignity of all children
- ensure risk assessments are completed to contribute to the development of identifying, preventing and reducing risks of child abuse and harm
- ensure risk assessments are conducted to identify and manage potential hazards when using digital technologies and online environments within our Service and specify actions (control measures) to be taken to minimise or control any risk during or following learning experiences
- strongly oppose any type of abuse against a child and endorse high quality practices in relation to protecting children
- ensure no child being educated and cared for by the Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (S.166 National Law)
- ensure all educators, staff and visitors understand their roles and responsibilities in protecting children from abuse and neglect and maintain up-to-date knowledge of child protection law
- ensure educators and staff undertake child protection awareness training every 12 months, and whenever significant changes are made to the child protection law or reporting requirements
- assess and manage the risk of abuse to children as part of our daily practice
- work with an ICT security specialist to ensure the latest security systems are in place to ensure best practice
- obtain parental permission for children to use computers and / or iPads before they are used in the curriculum
- ensure that children are never left unattended whilst a computer or mobile device is connected to the internet
- only use educational software programs and apps that have been thoroughly examined for appropriate content prior to allowing their use by children
- provide parents and families with information about the apps or software programs accessed by children at the Service
- ensure educators and staff participate in professional development regarding online safety
- ensure educators and staff implement and adhere to the *Cyber Safety Policy*
- ensure privacy filters and parental control settings are turned on and used when children are accessing digital technologies online

In Relation to Standard 10: *Implementation of the Child Safe Standards is regularly reviewed and improved.*

With a focus on regular review of Child Safe Standards policies and procedures, our Service will:

- ensure our *Child Safety and Wellbeing Policy* is reviewed each year as part of our cycle of self-evaluation each year or earlier if there are changes to legislation or ACECQA guidance, or following any critical incident
- welcome input and plan consultation from children, families, educators and staff as part of the policy review process
- include the development of a Quality Improvement Plan (QIP) as part of the reflection procedure
- reflect on what current practices and actions regarding Child Safety and additional actions will be included in the QIP
- review the effectiveness of the *Dealing with Complaints Policy* and procedures to ensure all complaints and grievances have been handled fairly and professionally
- track complaints to identify recurring issues within the Service
- reflect and review complaints provided to our Service as opportunities for learning and improvement
- keep a record of all complaints/grievances which includes complainant details, investigation details and further action taken
- ensure each policy has a recommended review date stated in the 'Review' section of the policy document and changes are clearly documented through version control
- ensure notification of any change to policies will be made to families within 30 days

In Relation to Standard 11: *Policies and procedures document how the organisation is safe for children and young people.*

To incorporate child safety in our policies and procedures and demonstrate how the organisation is safe for children, our Service will:

- ensure all policies and procedures will be made available for families, educators, staff, students and visitors to view at all times
- document our service policies and procedures and statements required by the standards
- ensure policies are developed in consultation with management, staff, educators and families of children attending the Service
- ensure families who speak languages other than English understand the requirements of our Service policies through translated materials or through the use of an interpreter
- ensure policies include clear, simple statements and are presented in a logical format

- ensure Risk Assessments are completed to address risks of child abuse and harm, including a *Supervision Risk Assessment* and *Safe Use of Digital Technologies and Online Environments Risk Assessment*
- maintain high visibility of child safety and wellbeing through ongoing training, critical reflection, information provided to educators, staff and families and surveys
- ensure information about our *Dealing with Complaints Policy* is easily accessible to all families
- ensure our complaints procedures are child-focused
- ensure the name and telephone number of the person to whom complaints can be made is clearly visible at the entrance to our Service
- discuss the issue with the complainant within 24 hours of receiving the verbal or written complaint
- investigate and document the grievance or complaint fairly and impartially
- notify the regulatory authority within 24 hours if a complaint alleges the safety, health or wellbeing of a child is being compromised. Notification must include any incident where there is a reasonable belief that physical and/or sexual abuse of a child has occurred or is occurring at the Service or any allegation that sexual or physical abuse of a child has occurred or is occurring at the Service
- provide information relating to Child Safe practices within our *Recruitment Policy* to ensure our recruitment and screening processes play a vital role in protecting children from harm
- ensure Early Childhood Intervention Practitioners (ECIP) or 3rd party visitors to the Service follow our *ECIP Management Policy* to ensure a Child Safe environment
- ensure any ECIP or 3rd party visitors are made aware of our *Code of Conduct Policy* and child safe policies including *Child Protection*, *Safe Use of Digital Technologies and Online Environments* and *Reportable Conduct Scheme Policies*

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Child Safety and Wellbeing Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

RELATED POLICIES & RESOURCES

Child Safe Standards - Checklist Child Safe Standards – Guide Child Safety and Wellbeing Action Plan	Child Safe Risk Assessment VIC Statement of Commitment to Child Safety
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SOURCES

Australian Children’s Education & Care Quality Authority. (2025). [Guide to the National Quality Framework](#)

Australian Children’s Education & Care Quality Authority. (2024). [Taking Images and Video of Children While Providing Early Childhood Education and Care. Guidelines For The National Model Code.](#)

Child Protection (Working with Children) Act 2012

Child Wellbeing and Safety Act 2005 (Vic)

Children and Young Persons (Care and Protection) Act 1998

Children, Youth and Families Act 2005 (as amended 2014) (Vic)

Commission for children and young people. *Being a child safe organisation* <https://ccyp.vic.gov.au/child-safety/being-a-child-safe-organisation/>

Commission for children and young people. *Creating a Child Safety and Wellbeing Policy* <https://ccyp.vic.gov.au/assets/resources/New-CSS/Creating-a-Child-Safety-and-Wellbeing-Policy.docx>

Commission for children and young people. [A guide for creating a Child Safe Organisation](#)

Commission for children and young people. *Short Guide to the Child Safe Standards*

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations](#). (Amended 2023).

Failure to Disclose 2014

Failure to Protect 2015

Family Law Act 1975

State of Victoria (Department of Education and Training). (2024) Early childhood guidance: Identifying signs of child abuse: [Identify signs of child abuse](#)

The Charter of Human Rights and Responsibilities Act 2006 (Vic)

The Commission for Children and Young People Act 1998

The Commission for Children and Young People Act 2012

Victoria State Government. [The Child Safe Standards. Early Childhood Services.](#)

The Victorian Government. Child Information Sharing Scheme. (2024). <https://www.vic.gov.au/child-information-sharing-scheme>

The Victorian Government. Family Violence Information Sharing Scheme <https://www.vic.gov.au/family-violence-information-sharing-scheme>

Working with Children Act 2005 (Vic)

UNICEF Australian. UN Convention on the Rights of the Child <https://www.unicef.org.au/our-work/information-for-children/un-convention-on-the-rights-of-the-child>

REVIEW

POLICY REVIEWED	SEPTEMBER 2025	NEXT REVIEW DATE	NOVEMBER 2026
VERSION NUMBER	V6.09.25		
MODIFICATIONS	- policy reviewed out of regular calendar review due to legislation changes for child safety- National Model Code (NMC) - added reference to new mandatory policy- <i>Safe Use of Digital Technologies and Online Environments Policy</i> - minor edits within policy - sources checked for currency and updated as required		

POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE
MAY/NOVEMBER 2024	NOVEMBER - reviewed policy to align with Child Safe Environment Policy annual review- changed to November MAY - annual policy maintenance - additional National law added and reflected in policy - minor edits within policy (NQS table formatting) - sources checked for currency and repaired as required	MAY 2025
MAY 2023	- Policy review - Updated QARD information for implementing CSS and compliance - continuous improvement/reflection section added - Childcare Centre Desktop Related resources section added	MAY 2024