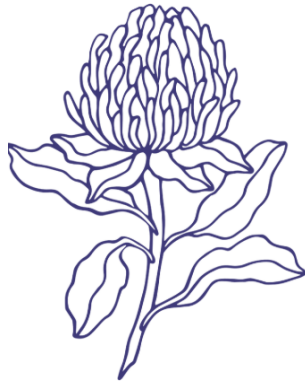




**TELOPEA PARK
SCHOOL OSHC**
A HOME AWAY FROM HOME

CHILD PROTECTION POLICY

Previous Version

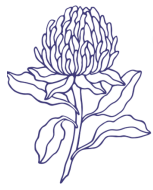
AUG 2023

Updated Version

FEB 2024

Review Due

FEB 2025

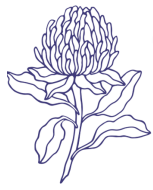


Contents

1	CHILD PROTECTION POLICY	4
2	Law & Regulations	4
2.1	NATIONAL QUALITY STANDARD (NQS).....	4
2.2	LEGISLATION.....	5
2.3	RELATED POLICIES.....	5
3	Purpose	5
4	SCOPE	6
4.1	DEFINITIONS.....	6
	Mandatory reporting	6
	Mandatory reporters-	6
5	WHAT IS CHILD ABUSE?	6
5.1	INDICATORS OF ABUSE.....	7
5.1.1	PHYSICAL ABUSE	7
5.1.2	SEXUAL ABUSE	8
5.1.3	EMOTIONAL ABUSE	8
5.1.4	FAMILY VIOLENCE	9
5.1.5	NEGLECT	10
6	WORKING WITH VULNERABLE PEOPLE	10
7	IMPLEMENTATION	11
8	Documentation	12
8.1	Documenting a suspicion of Harm.....	12
8.2	DOCUMENTING A DISCLOSURE.....	13
9	MAKING A REPORT	14
10	Confidentiality	15
10.1	Protection for reporters.....	15
10.2	SHARING OF INFORMATION.....	15
11	BREACH OF CHILD PROTECTION POLICY	16
11.1	MANAGING A BREACH IN CHILD PROTECTION POLICY.....	16
11.2	OUTCOME OF A BREACH IN CHILD PROTECTION POLICY.....	16



12	REPORTABLE CONDUCT SCHEME- ALLEGATIONS AGAINST EDUCATORS AND OTHER EMPLOYEES, VOLUNTEERS or STUDENTS (or contractors)	17
12.1	EDUCATING CHILDREN ABOUT PROTECTIVE BEHAVIOUR.....	18
13	RESOURCES FOR INDICATORS OF ABUSE OR NEGLECT	19
14	SOURCE	19
15	REVIEW	19



1 CHILD PROTECTION POLICY

Telopea Park School Out of School Hours Care (TPSOSHC) is committed to providing a child safe environment where children's safety and wellbeing is supported and children feel respected, valued and encouraged to reach their full potential. TPSOSHC embeds the National Principles for Child Safe Organisations and promotes 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. We will ensure all employees and volunteers understand the meaning, importance and benefits of providing a child safe environment and critically, understand their obligations and requirements as Mandatory Reporters.

At all times, management, staff and volunteers will treat children with the utmost respect and understanding. Our Service 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 enhance their understanding of their body's response to a situation are more able to predict the outcome and ask for help or evade a negative situation.

2 LAW & REGULATIONS

2.1 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.



EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

84	Awareness of child protection law
86	Notification to parents of incident, injury, trauma and illness
87	Incident, injury, trauma and illness record
147	Staff records
155	Interactions with children
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority
176	Time to notify certain information to Regulatory Authority
S162 (A)	Persons in day-to-day charge and nominated supervisors to have child protection training
S165	Offence to inadequately supervise children
S167	Offence relating to protection of children from harm and hazard

2.2 LEGISLATION

<u>Children and Young People Act 2008</u>	<i>Working with Vulnerable People (Background Checking) Act 2011</i>
---	--

2.3 RELATED POLICIES

Child Safe Environment Policy Code of Conduct Policy Health and Safety Policy Privacy and Confidentiality Policy Recruitment Policy	Responsible Person Policy Staffing Arrangements Policy Supervision Policy Work Health and Safety Policy
---	--

3 PURPOSE

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 Service will act in the best interest of each child, assisting them to develop to their full potential in a secure and child safe environment.

Keeping children safe: a shared responsibility.

4—SCOPE

This policy applies to management, the approved provider, nominated supervisor, students, staff, families, visitors (including contractors), community and children of TPSOSHC.

4.1 DEFINITIONS

Mandatory reporting is the legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities. In the ACT, mandatory reporting is regulated by the [Children and Young People Act 2008](#).

Mandatory reporters- Mandatory reporters in the ACT include:

- psychologists
- teacher (including a paid teacher's assistant)
- school counsellor
- person authorised to inspect education programs, materials or other records used for home education
- childcare centre worker that cares for a child (including a paid childcare assistant or aide)
- person coordinating or monitoring home-based care for a family day scheme provider
- person who, in the course of the person's employment, has contact with or provides services to children, young people and their families and is prescribed by regulation.

If a person suspects or believes on reasonable grounds that a child or young person is experiencing abuse or neglect or they wish to discuss concerns about a child or young person, they should contact Child and Youth Protection Services (CYPS) as soon as possible.

5 WHAT IS CHILD 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.



There are different forms of child abuse: physical abuse, sexual abuse, emotional abuse, family violence and neglect.

5.1 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 sourced from 'A guide to reporting child abuse and neglect in the ACT'. (Dec. 2022). 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.

General indicators of abuse and neglect may include:

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

5.1.1 PHYSICAL ABUSE

Physical abuse is the non-accidental injury of a child by an adult. An injury can be caused by a single act or repeated acts. Examples include hitting, shaking, burning, excessive physical discipline, attempted suffocation.

5.1.1.1 Indicators of Physical Abuse

- seeming to be accident prone- broken bones, dislocations, or unexplained bruises or injuries
- bruising or marks that show the shape of an object
- multiple scars of different sizes or ages
- explanation for injury seems unlikely or is inconsistent with the injury type
- not wanting to go home, or somewhere else
- flinching when approached by adults



- frozen watchfulness
- family use of different doctors or delay in seeking treatment
- parents absent, or undisturbed by the injury when the child presents for treatment
- reluctance to give information or mention previous injuries
- children provided with alcohol or non-prescribed drugs.

5.1.2 SEXUAL ABUSE

Sexual abuse is any sexual act or threat impacting on a child, including unwanted sexual acts on a child over the age of consent (16 years old). Sexual abuse includes comments, physical contact, exposure to adult sexual activity and exposure to or involvement in sexual imagery.

Sexual abuse is difficult to detect because it is often surrounded by secrecy. Children are threatened or coerced into remaining silent and are frightened of what might happen if they tell someone about what has happened. Children who do tell someone often deny the abuse later because of fear or because of how the person they told reacted. There may be no physical signs to indicate sexual abuse. Instead, signs are likely to be emotional or behavioural.

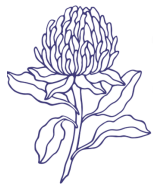
5.1.2.1 Indicators of Sexual Abuse

- direct or indirect disclosures
- inappropriate sexual knowledge or behaviour for their age and development
- sudden and unexplained changes in mood or behaviour
- anxious unwillingness to remove clothes – such as for sport events
- difficulty sleeping, nightmares or sudden unexplained fears
- not wanting to go home, or somewhere else
- self-destructive behaviour, such as eating disorders, substance abuse,
- self-mutilation, suicide attempts
- suicidal thoughts
- pain, bleeding or swelling in genital or anal area

5.1.3 EMOTIONAL ABUSE

Emotional abuse also occurs when a child has been or is being exposed to family violence and that exposure has, is, or would cause them significant harm (see 'Family violence').

Emotional abuse can be difficult to recognise as the signs are usually behavioural rather than physical. It is also possible that emotional abuse is a sign other forms of abuse are occurring in the child's life.



In recognising emotional abuse, it is important to consider the behaviour of the child's parents or carers as there can be many reasons why a child may be struggling emotionally that are not related to any form of abuse or neglect.

5.1.3.1 Indicators of emotional abuse

- extremes of behaviour- very aggressive to very passive
- developmental delays
- abnormal attachments with parents – trying too hard to please or failure to connect
- scapegoating
- low self-esteem and confidence, or fearful of doing something wrong
- frozen watchfulness or often anxious or distressed
- being withdrawn or having difficulty relating to others
- feels worthless, unloved or unwanted

5.1.4 FAMILY VIOLENCE

Family violence often includes multiple forms of abuse, such as physical, sexual and emotional. Emotional abuse is connected to family violence when a child has been or is being exposed to the violence and that exposure has, is or would cause them significant harm. This exposure includes:

- seeing the violence
- hearing the violence
- seeing the consequences of family violence such as property damage, injuries to those involved including the emotional impact on the victim, or Police visiting the home.

5.1.4.1 Indicators of Family Violence

The child may display:

- hypervigilance – overly aware of their surroundings due to anxiety or extreme fear
- concentration problems
- clinginess
- defiant behaviour and rebelliousness
- withdrawal, loss of interest in social activities, depression
- distrust of adults



5.1.5 NEGLECT

Neglect happens when a parent, carer or person with parental responsibility fails to provide a child with life's basic necessities causing significant harm to the child's wellbeing or development. Examples include failure to provide food, shelter, clothing, or health care.

Neglect can be episodic and related to a particular event in a family's life, or it can be persistent where the parent repeatedly fails to meet their child's needs and protect them from harm. Neglect can have serious, detrimental effects on the child's social, psychological, educational, and physical development.

5.1.5.1 Indicators of Neglect in children:

- malnutrition, frequent hunger or stealing food
- inappropriate clothing for weather conditions (particularly in winter)
- frequent illness, sores that don't seem to heal, medical problems that don't seem to be addressed
- children frequently appearing lethargic, disinterested, detached, unresponsive with no underlying medical issue
- poor hygiene (body odour, matted hair or dirty skin)
- children not meeting developmental milestones when there is no underlying medical issue
- comments that nobody is at home or that they do things by themselves
- being left unsupervised for long periods of time
- being left with adults who are intoxicated or violent
- frequent absence or being late to school
- children thriving away from their home environment.

6 WORKING WITH VULNERABLE PEOPLE

ACT's Working With Vulnerable People (WWVP) is administered by the Working with Vulnerable People Scheme through Access Canberra. All employees working or volunteering with vulnerable people, including children, are required to register with the Working with Vulnerable People Scheme. Employees are required to carry their Working with Vulnerable People cards when working. Education and care services are required to check an employees' Working With Vulnerable People registration upon employment, If the application has not yet been approved the employee can work while the application is underway as long as:

- your employer agrees
- you are supervised at all times while undertaking the activity
- you have NOT been issued with a negative notice.



7 IMPLEMENTATION

TPSOSHC strongly opposes any type of abuse against a child and endorses high quality practices in relation to protecting children. Educators have an important role to support children and young people and to identify concerns that may jeopardise their safety, welfare, or wellbeing. To ensure best practice, all educators will attend approved Child Protection training certified by a registered training organisation. Educators will continue to maintain current knowledge of child protection and Mandatory Reporter requirements by completing Child Protection Awareness Training annually.

MANAGEMENT/ THE APPROVED PROVIDER/ NOMINATED SUPERVISOR WILL ENSURE:

- the Service and any responsible person in day-to-day charge of the Service has successfully completed a course in child protection approved by the Regulatory Authority
- Working with Vulnerable People (WWVP) for all staff, volunteers and students are validated and recorded (records must include WWVP number and expiry date)
- all employees, volunteers and students are:
 - provided with a copy of the current *Child Protection* and *Child Safe Environment Policies* as part of the induction process at the Service
 - aware of their mandatory reporting obligations and responsibilities to report suspected risk or significant risk of harm to the Child and Youth Protection Services
 - aware of indicators showing a child may be at risk of harm or significant risk of harm.
- training and development are provided for all educators, staff, and volunteers in child protection on an annual basis
- educators are provided with a reporting procedure and professional standards to safeguard children and protect the integrity of educators, staff and volunteers
- educators are provided with training and ongoing supervision to ensure they understand that child safety is everyone's responsibility, and they adhere to the Child Safe Standards
- access is provided to all staff regarding relevant legislations, 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 regulatory authority through the NQA-ITS (within 7 days) of any incident where it is reasonably believed 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 through the NQA-ITS (within 7 days) 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
- the ACT Ombudsman is notified within 30 days of becoming aware of any allegations and/or convictions of abuse or neglect of a child made against an employee or volunteer and ensure they are investigated, and appropriate action taken-

<https://www.ombudsman.act.gov.au/accountability-and-oversight/reportable-conduct>

EDUCATORS WILL:

- contact the police on 000 if there is an immediate danger to a child and intervene if it is safe to do so.
- be able to recognise indicators of abuse or neglect
- respect what a child discloses, taking it seriously and following up on their concerns through the appropriate channels
- comprehend their obligations as mandatory reporters and their requirement to report any situation where they believe, on reasonable grounds that a child or young person is experiencing abuse or neglect or if they wish to discuss concerns about a child or young person, contact Child and Youth Protection Services (CYPS) as soon as possible:
 - Mandated reporters' line (available 24 hours): 1300 556 728
 - Online: [Provision of Information to Child and Youth Protection Services](#)
- refer families to appropriate support agencies when there are no significant reasons to believe a child is being abused or neglected. These support services may be accessed by contacting OneLink, www.onelink.org.au. Family consent will be sought before making referrals.
- promote the welfare, safety, and wellbeing of children at the Service
- allow children to be part of decision-making processes where appropriate
- prepare accurate records recording exactly what happened, conversations that took place and what was observed to pass on to the relevant authorities to assist with any investigation



- understand that allegations of abuse or suspected abuse against them are treated in the same way as allegations of abuse against other people
- NOT investigate suspicion of abuse or neglect but collect only enough information to substantiate concerns and pass on to the Care and Protection Service or appropriate authority.

8 DOCUMENTATION

8.1 DOCUMENTING A SUSPICION OF HARM

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

- seek guidance from the Nominated Supervisor/Responsible Person
- record their concerns in a non-judgmental and accurate manner as soon as possible
- record their 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 own investigation
- document as soon as possible so the details are accurate including:
 - child's personal details (name, address, DOB, details of siblings)
 - time, date and place of the suspicion
 - full details of the suspected abuse
 - date of report and signature

[see: Child Protection Notification- Observation Record]

8.2 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 NOMINATED SUPERVISOR, RESPONSIBLE PERSON OR EDUCATOR WILL:

- give the child or young person their full attention
- remain calm and find a private place to talk



- not make promises that can't be kept. For example, never promise that you will not tell anyone else
- honestly tell the child or young person what you plan to do next
- 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
- let the child or young person take his or her time
- let the child or young person use his or her own words
- not attempt to conduct their own investigation or mediate an outcome between the parties involved
- not confront the perpetrator
- 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 (the staff member/educator) said and any actions that have been taken
 - date of report and signature.

9 MAKING A REPORT

If you believe a child is in immediate danger, contact the Police by calling 000.

Mandated reporters must make a Child Concern Report to CYPS if they believe on reasonable grounds, based on information obtain during the course of (or because of) their work, that a child or young person has experienced, or is experiencing:

- sexual abuse, or
- non-accidental physical injury

Child and Youth Protection Services can receive reports relating to:

- physical abuse
- sexual abuse
- emotional abuse
- family violence
- neglect.

If you suspect a child is at risk of abuse or neglect:

- use the [online form](#) to report your concerns, or
- call 1300 556 728.



When making a Child Concern Report, ensure you provide the following information:

- name and date of birth of the child or young person
- the home address of the child or young person and any known previous addresses of the family
- the current whereabouts of the child or young person
- name of parents, or their aliases, and contact details
- names of known siblings
- the nature of the abuse and neglect
- if you know of any supports being provided to the child, young person and family including extended family
- details about when and how you became aware of the information.

10 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 notification should not inform the suspected perpetrator (if known). This ensures the matter can be investigated without contamination of evidence or pre-rehearsed statements. It also minimises the risk of retaliation on the child for disclosing.

10.1 PROTECTION FOR REPORTERS

All reporters are protected against retribution for making or proposing to make a report under amendments to the *Children and Young People Act 2008* effective 9 April 2021. The identity of the reporter is protected by law from being disclosed, except in certain exceptional circumstances. Provided the report is made in good faith:

- The report will not breach standards of professional conduct
- The report cannot lead to defamation and civil and criminal liability
- The report is not admissible in any proceedings as evidence against the person who made the report
- A person cannot be compelled by a court to provide the report or disclose its contents
- The identity of the person making the report is protected.

A report is also an exempt document under the Freedom of Information Act 1989.



10.2 SHARING OF INFORMATION

The *Children and Young People Act 2008* provides clarification about why, when, and how to share information legally, professionally and appropriately when obtained. All information received as an Information Holder is protected information, some protected information received will be sensitive information. The person's consent does not allow you to share sensitive information unless it is in the best interests of a child or young person to do so.

Personal information, other than sensitive information, may be shared with the consent of the person whom the information is about. Such consent, where possible, should be obtained in writing or a record made of the consent provided.

Information that would identify a reporter or would allow the identity of a reporter of a child protection report to be worked out is sensitive information that is not to be shared unless ordered by the Court.

Records must be kept of information requested and shared. A [Consent to share information](#) form may be used to record information requested and shared.

11 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.

11.1 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 and advising all parties of the process
- giving the educator/staff member the opportunity to provide their version of events
- documenting the details of the breach, including the versions of all parties
- recording the outcome clearly and without bias
- ensuring the matters in relation to the breach are kept confidential
- reach a decision based on discussion and consideration of all evidence.



11.2 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
- providing mediation 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.

12 REPORTABLE CONDUCT SCHEME- ALLEGATIONS AGAINST EDUCATORS AND OTHER EMPLOYEES, VOLUNTEERS OR STUDENTS (OR CONTRACTORS)

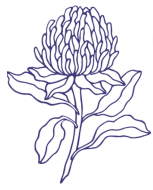
The Approved Provider has the legislative obligation under the *Ombudsman Act 1989* to notify the ACT Ombudsman of reportable allegations, offences and convictions against their employees (including volunteers and contractors), investigate the allegation and advise the ACT Ombudsman of the outcome. All staff members have an obligation to report relevant allegations of a child protection nature as part of the Reportable Conduct Scheme to the Approved Provider or ACT Ombudsman. This reportable conduct may have occurred either within work hours or outside work hours. A child is anyone under the age of 18 at the time of the alleged conduct occurred.

The *Ombudsman Act 1989*, effective 4 March 2021, defines organisations who are legislated to report 'reportable conduct' as a 'designated entity' of which childcare services are listed. The employer, or head of a designated entity is responsible for reporting 'reportable conduct' to the Ombudsman.

The Approved Provider must ensure systems, policies and procedures are in place for recording and responding to or investigating allegations or convictions against employees.

The Reportable Conduct Scheme includes allegations, offences or convictions relating to child abuse or misconduct, including:

- ill-treatment of a child (including emotional abuse and inappropriate use of force or physical restraint)
- neglect
- psychological harm
- misconduct of a sexual nature



- sexual or physical offences and convictions where a child is a victim or is present
- inappropriate discipline or offences relating to protecting children from harm in accordance with the Education and Care Services National Law (ACT) Act 2011.

The Approved Provider must notify the Ombudsman about any reportable allegations or convictions as soon as possible, but no later than 30 days after becoming aware of the reportable conduct and provide information regarding investigations being undertaken, including documentation (including interview records, copies of reports and evidence gathered).

The Approved Provider must send a report to the Ombudsman to determine whether the investigation was completed satisfactorily and whether appropriate action was or can be taken. The Approved Provider must ensure an appropriate level of confidentiality of information relating to the reportable allegations as per the Act or other legislation.

The ACT Ombudsman provides guidelines for designated entities to request and share information where it is relevant to the safety, welfare and wellbeing of children under the Reportable Conduct Scheme. A request of information includes in the course of an inquiry into an allegation of reportable conduct about an employee. Information must be shared, when a request has been made, unless there is a specific reason to refuse. The heads of relevant entities have obligations under section 17L of the Ombudsman Act to disclose 'relevant information' to the following persons unless they are satisfied that the disclosure is not in the public interest:

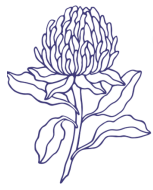
- a child to whom the information relates
- a parent of the child
- if the child is in out-of-home care- an authorised carer that provides out-of-home care to the child.

The ACT Ombudsman will monitor the entity's response of the allegation and may conduct their own investigation. See: [Organisation-related child protection](#).

12.1 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 feelings that they do not feel safe
- the difference between 'good' and 'bad' secrets
- that there is no secret or story that cannot be shared 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.

13 RESOURCES FOR INDICATORS OF ABUSE OR NEGLECT

- Child and Youth Protection Services (CYPS) provide a guide to reporting child abuse and neglect in the ACT. [Keeping Children and Young People Safe guide](#)
- Child Safe Organisations <https://childsafef.org.au>
- NAPCAN- Prevent Child Abuse & Neglect <https://www.napcan.org.au/napcan-brochures/>
- OneLink - <https://www.onelink.org.au/>
- Access Canberra - Reporting child abuse and neglect
<https://www.accesscanberra.act.gov.au/s/article/reporting-child-abuse-and-neglect-tab-overview>

14 SOURCE

ACT Government. Community Services. Children and Families. [Children and Families](#)

ACT Government. *Keeping Children and Young People Safe*

<https://www.communityservices.act.gov.au/ocys/keeping-children-and-young-people-safe>

ACT Government. Access Canberra. *Reporting child abuse and neglect*

<https://www.accesscanberra.act.gov.au/s/article/reporting-child-abuse-and-neglect-tab-overview>

ACT Government. Access Canberra. *Working with Vulnerable People*

<https://www.accesscanberra.act.gov.au/s/article/working-with-vulnerable-people-wwvp-registration-tab-overview>

ACT Ombudsman. *Reportable conduct* <https://www.ombudsman.act.gov.au/improving-the-act/reportable-conduct>

ACT Ombudsman. *Reportable conduct. Practice Guide No. 8 Information Sharing and Reportable Conduct*

https://www.ombudsman.act.gov.au/_data/assets/pdf_file/0010/112141/ACT-Ombudsman-Practice-Guide-No.-8-Information-Sharing-and-Reportable-Conduct.pdf

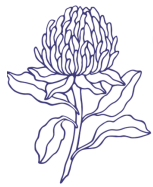
Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Australian Government Australian Institute of Family Studies. (2018). [Australian child protection legislation](#)

Australian Government: Australian Institute of Family Studies. (2020). [Mandatory reporting of child abuse and neglect](#)

Children and Young People Act 2008



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).
Guide to the National Quality Framework. (2017). (Amended 2023).
Ombudsman Act 1989.
Revised National Quality Standard. (2018).

15 REVIEW

POLICY REVIEWED BY:	Shavaun Andreou	[POSITION]	[DATE]
COMMITTEE APPROVAL BY			
POLICY REVIEWED	AUGUST 2023	NEXT REVIEW DATE	AUGUST 2024
MODIFICATIONS	N/A		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
FEB 2024	New policy drafted for Service.		FEB 2025