



### Child Protection and Child Safety Policy

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*This policy must be read in conjunction with the Presbyterian Social Services (PSS)/ Jericho Road Child Protection Policy and Process documents. – See Appendix H.*

#### **Aim**

To ensure the safety and wellbeing of all children while attending Sutherland Presbyterian Church Preschool (SPCP) by providing clear and current information to all employees to follow should there be a suspicion of abuse or neglect taking place.

Sutherland Presbyterian Church Preschool prioritises the safety, wellbeing and welfare of our enrolled children over all others. The aim of this policy is to allow us to support positive outcomes for all children through our approaches.

If you are unsure of any of the terms used within this policy please refer to the definitions at the end of the policy.

#### **Implementation**

While children are enrolled in care all employees have a duty to respect the welfare of each child and either support families to make informed decisions about the adequate care of their children, or report any cases of suspected or apparent abuse or neglect. Steps will be made within the preschool to ensure that all children are in a safe and supportive environment while enrolled.

#### **Mandatory reporting**

- All employees of children's services organisations are mandatory reporters under the Children and Young Persons (Care and Protection) Act 1998, and as such are legally required to report any suspected or apparent cases of child abuse or neglect to the Department of Communities and Justice.
- All mandatory reporters are protected by anonymity and will not be named during any proceedings that occur as a result of the report being made.
- Mandatory reporters are also protected from legal proceedings brought about by the family as long as the report was made in good faith.
- A summary of the Child Protection Law requirements as per Regulation 84, to be used during inductions, is located in Appendix A.



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### Working with Children Checks (WWCC)

- All relevant persons have a WWCC as per the requirements outlined in Appendix B.
- Specific requirements for WWCC are also outlined in the **Professional Practice Policy** and the **Participation of Volunteers, Students & Visitors Policy**.
- WWCCs will be verified following the Procedure for Verifying Working With Children Checks for Third Party Professionals (whatever the policy is they made that says you need to notify them and they check it for you) – Appendix G.
- As per the Office of the Children’s Guardian procedure, any WWCCs must be verified and these will stay attached to the organisation for 5 years, or until the WWCC expires. Any changes to an employee or visitor’s status during this time will be communicated to the organisation and we will act accordingly as per associated policies.

### New staff member requirements

- As per the Professional Practices Policy we have a child safe recruitment and employment process that prioritises and ensures appropriate educators are employed within the service.
- Any new employees, volunteers, students, contractors or ongoing visitors will be inducted into our child safe approaches and expected to meet the requirements outlined in the relevant policies.

### Ongoing suitability of staff checks

- Internal checks ensure that all WWCCs of any staff or visitors/volunteers/students are current and have been verified. These are audited every 6 months.
- Ongoing audits of staff practices and our appraisal system allows for any concerns or gaps in knowledge to be addressed to support high quality practices.
- Re-inductions may be implemented if there is an identified need within the preschool or there have been major changes to a process or systems.
- Revision of policies and procedures with the team allows for awareness of expectations and to identify any needs or improvements that can be made.
- Staff professional development days allow for critical reflection on our practices, training around expectations and continued connection to our child safe approaches.

### Church based committee requirements

- Undergo Breaking the Silence (BTS) refresher training every 3 years.
- Review the service’s Child Protection Policy and Code of Conduct on an annual basis
- When requested, provide a copy of the Child Protection Policy and Code of Conduct to Presbyterian Social Services (PSS) for review against latest BTS and legislative requirements
- Complete Gecko Child Safety training modules as required.



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### Recognised Child Protection Training

- All educators are required to have completed the accredited child protection unit CHCPRT025 or CHCPRT001 - Identify and respond to children and young people at risk of harm through a suitably registered training organisation.
- A plan is in place to update all educators to the most up to date version (025) over a period of time.
- The Presbyterian Social Services (AP) Conduct Protocol Unit requires this qualification to be renewed every three years. A refresher may be required in between this period. As per element 2.2.3 in the Guide to the National Quality Framework “Assessors may wish to sight ... that nominated supervisors, educators, co-ordinators and family day care educator assistants have attended training or professional development on child protection” (p.171). Therefore a copy of this qualification for each staff member is kept in the Staff Qualifications folder ready for verification. Each staff member is responsible for recording the date of their latest training in their workplan.
- Child protection refresher training attended every 12 months and discussed to ensure that staff are aware of their roles and responsibilities.
- Any additional mandated training completed as required.

### Relationships with children – supporting child protection disclosures

- It is expected that all educators will form trusting and respectful relationships with the children to not only create a safe and secure environment for the children, but also increase the likelihood of a child disclosing information about abuse or neglect.
- If a child discloses information to you it is recommended that you stay calm and thank the child for sharing the information with you and tell them they can always tell you anything.
- If seeking additional information or clarification from the child use open ended questions only as this will provide the child the opportunity to share information in their words, not be led by the person asking the questions. For example, “can you tell me who did this?” allows for the child’s answer, however “did your mum do this?” may result in the child saying yes when they didn’t understand the question fully.
- If a child does not seem comfortable in sharing additional information then do not pressure them to do so, instead remind them that you are open to them sharing more information in the future if they wish to do so.



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### **Relationships with families – Supporting children at risk**

- It is acknowledged that we, as educators, have an opportunity to become close with the families of the children in our care and through these professional relationships offer support and learn more about the child's home life.
- If it is deemed appropriate, and is not going to place the child in further risk of harm, it is recommended that educators offer support and guidance to families who may be struggling or may be lacking information that can help them provide appropriate care for their child.
- This may be through the form of discussions, information sheets, referrals to local organisations etc. Particularly around suspected neglect cases as this is often not a malicious attack of the child and can often be because of circumstances out of the guardian's control (e.g. loss of income, limited support networks etc.).
- It should be noted that in no circumstances is an employee to approach a family member to discuss a report that has been made or is going to be made as this is to be kept confidential, the disclosure of this information can increase the risk to the child and may also put the preschool staff at risk.
- It is also not recommended to discuss any concerns with families who may feel cornered or attacked by the allegations as this can not only place the child at further risk but may also lead to the family removing themselves from the community which makes protecting the child impossible when their location is no longer known.

### **Privacy and confidentiality**

- It is important that any suspected abuse or neglect is not discussed with the rest of the team and the input of opinions from others may impact the decision to report or not. If an employee suspects that a child is at risk of abuse or neglect they should follow through the reporting process themselves and not expect others to report on their behalf as this may not happen.
- If wishing to have support an employee may discuss their suspicions with the Nominated Supervisor, or another senior employee they feel safe sharing with, directly to be supported during the reporting process, unless doing so may place the child at further risk (e.g. the Nominated Supervisor is suspected of causing the abuse or neglect, or the Nominated Supervisor has a close relationship with the guardians involved and may disclose the case to them).
- While a member of management should be told to complete all of the reporting requirements, it must be a person who is going to support a positive outcome for the child.



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### Keeping records

- Any suspicions should be documented with as much detail as possible as soon as possible after they arise. See appendix C for template.
- All of this information may be required later if a pattern of behaviours becomes visible and if you do not document it when you have the information clear in your mind it may be unclear in the future when you need it.
- It is better to have clear notes you do not end up needing, than having to recall information you didn't document at the time as you find you do require it. Any records made should not be shared with others and kept with your personal belongings (see privacy and confidentiality above).
- The preschool has a register of child protection concerns that allows for any reported or non-reported concerns to be tracked to identify trends and patterns, as well as strengthen our child safe practices. (See Appendix D). Items that should be documented on the template include:
  - Reported child safety concerns or complaints made against the preschool
  - Child protection mandatory reports made on children
  - Child protection concerns that did not lead to reports due to decision tree outcomes or one off events
  - Children's allegations of mistreatment inside the preschool that were not reported after investigation
  - Issues reported to the police
  - Issues reported to the Early Learning Commission
  - Issues reported to the OCG
  - Issues reported to the DCJ
- A sample of the register how to use it is included in Appendix E.



### Procedure for reporting a child safety concern

As a mandatory reporter a staff member will:

1. Make clear and detailed records of any suspected or apparent abuse or neglect as soon as possible, following the guidelines provided in the information of this policy.
2. When confident abuse or neglect has occurred (see definitions), log onto the Mandatory Reporter Guide (MRG) at <https://reporter.childstory.nsw.gov.au/s/mrg> and follow the prompts, using the definitions to help guide your report.
3. Follow the outcome of the MRG once you have completed it to the best of your knowledge. The outcome will tell you what the next step and who to contact regarding the case involved in your report. It is recommended to save the report for your records as a PDF.
4. In the instance that you are reporting a serious incidence where the child is in immediate danger of harm you may still use the MRG for support or you may wish to contact the Child Protection Helpline directly on 132 111. Have the following information ready before contacting the Helpline:
  - a. Child/young person details – Name, address, D.O.B., siblings
  - b. Incident details – Date, type of risk, person/s causing or contributing to harm
  - c. Impact of the incident on the child/young person
  - d. Network of support around the child/young person
  - e. Your personal and contact details
  - f. Interpreter/ support requirement: whether a language or sign interpreter may be required, whether a support is required for a person with a disability or an Aboriginal agency is involved
5. If the abuse is certain and has been witnessed then this must be reported to the police on 000. Follow any instructions provided.
6. If the abuse or neglect is suspected to be occurring while the child is in care at the service this must also be reported to the Early Learning Commission on 1800 619 113).

#### Reporting obligations within the service overall

While mandatory reports need to follow their expectations there are additional reporting requirements that the service/organisation must follow. These are outlined in the attached document from the Early Learning Commission that will be **displayed in the office** and **in the room**. (See Appendix E).



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## Chain of Communication

In our setting, under most circumstances, the recommended chain of communication is

- 1/ Report suspected abuse to the Nominated Supervisor (NS)
- 2/ The reporting educator/ staff member and NS are expected to work together to document the incident, access the MRG and report if necessary.
- 3/ The Nominated Supervisor is responsible for reporting of incidents to the Children's Services Manager and CPU.

Exceptions to this chain of communication are if the NS is the person being reported or if the NS does not take the allegation seriously and refuses to report.

## **Presbyterian Social Services (PSS - Approved Provider of SPCP, includes the Conduct Protocol Unit, CPU)**

The Conduct Protocol Unit must be advised of all notifiable circumstances, including:

- o any fact, circumstance, allegation, notification, knowledge of, verbal advice of, direct or indirect connection to, or attempt of abuse, and
- o all allegations, complaints, reportable allegations and allegations of reportable conduct.

An allegation can be a complaint, incident, allegation, or an allegation of reportable conduct.

## **Relevant websites**

[www.kidsguardian.nsw.gov.au](http://www.kidsguardian.nsw.gov.au)

[www.reporter.childstory.nsw.gov.au](http://www.reporter.childstory.nsw.gov.au)

## **Related Policies and Procedures**

- \* Presbyterian Social Services Child Protection Policy
- \* Presbyterian Social Services - Child Protection Process, Early Childhood Services
- \* Relationships (Children, Families, Educators) Policy
- \* Educator Policy (Code of Conduct)



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### Source

Children and Young Persons (Care and Protection) Act 1998

Childstory Mandatory Reporter Guide <https://reporter.childstory.nsw.gov.au/s/mrg>

Guide to the National Quality Framework

Mandatory reporting of child abuse and neglect CFCA Resource Sheet— June 2020  
<https://aifs.gov.au/cfca/publications/mandatory-reporting-child-abuse-and-neglect>

Community Early Learning Australia (CELA) (2020) *Child Protection: Identify and respond to children and young people at risk (CHCPRT001) - Participant Information Book, 2020, v3*. Marrickville: CELA.

Keep Them Safe: A shared approach to child wellbeing, Keep Them Safe Factsheet No. 3, Legislation Amendments

Guide to the Child Safe Standards -  
[https://ocg.nsw.gov.au/sites/default/files/2021-12/g\\_CSS\\_GuidetotheStandards.pdf](https://ocg.nsw.gov.au/sites/default/files/2021-12/g_CSS_GuidetotheStandards.pdf)

National model code for early childhood education and care: taking images or videos of children while providing early childhood education and care  
<https://www.acecqa.gov.au/national-model-code-taking-images-early-childhood-education-and-care>

### Compliance evidence

Education and Care Services National Regulations (2025) 84,  
National Quality Standard 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2  
Supports Child Safe Standards: 1, 3, 5, 7, 8, 10

Date of current review: May 2026

Date of last review:

Date of next review: May 2027



### Definitions

**Abuse/Neglect:** The term Abuse or Neglect will be used throughout the policy and covers the following areas listed below as per the childstorry MRG:

- **Neglect:** A child/young person has been or is going to be alone. A parent/carer is persistently inattentive or leaving child/young person alone or in dangerous company, resulting in or likely to result in significant adverse effects (e.g. social/developmental delays). A child/young person is a danger to self or others and parent/carer is not providing adequate supervision. A child/young person or family is homeless. A child/young person is living in a dangerous environment. A child/young person is refusing to stay in an available safe place. For reports concerning a young person (age 16 or 17) who is homeless, their consent is necessary prior to making a report. A child/young person is not receiving appropriate nutrition or is underweight or morbidly obese. A child/young person appears extremely dirty. A child/young person is wearing clothing that is not at all appropriate for conditions. A parent/carer is not attending to the child/young person's need for personal hygiene and/or appropriate clothing. A child/young person has an untreated/inappropriately treated medical condition. A child/young person has an untreated/inappropriately treated mental health condition. A child/young person is a danger to self or others and parent/carer is not providing intervention. A child/young person of compulsory school age is not enrolled. A child/young person of compulsory school age is habitually absent.
- **Physical abuse:** seeing that a child/young person has an injury ranging from a bruise, cut or burn, to a severe injury, including genital mutilation; OR suspecting that a child/young person has an injury even if you cannot see it. For example: The child/young person tells you he/she has an injury that you are unable to see because it is covered by clothing; The child/young person is acting as if he/she may have injuries to joints, bones or muscles such as limping, holding an arm or leg in an awkward position; or, not bearing weight; The child/young person is acting as if he/she may have internal injuries such as being in pain, vomiting, growing pale or losing consciousness; The child/young person is acting as if he/she may have head injuries such as losing consciousness, blurred vision or stopped breathing; The child/young person is acting as if he/she may have experienced genital mutilation, such as being reluctant to be involved in sports/activities he/she previously enjoyed, has difficulty toileting or difficulty with menstruation. The injury is current. Include injuries that are present at this time, including any bruises regardless of colour. If you are just learning of a prior injury that has already healed this is not abuse.
- **Sexual abuse:** Sexual abuse is sexual activity or behaviour that is imposed, or is likely to be imposed, on a child/young person by another person. Select this decision tree if you are concerned/worried that a child/young person has been sexual abused or is at risk of sexual abuse; or a child/young person may be sexually harming another child/young person or a child/young person's behaviour, including sexualised behaviour, makes you worry that he/she may be a victim of sexual abuse.



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- **Psychological abuse:** Abuse that impacts emotionally or psychologically and can result in the child harming themselves or others (including the presence from the caregivers in the home environment of domestic violence, mental health issues, substance abuse, criminal or corrupting behaviour, deliberately exposing the child to traumatic events, persistent and repetitive behaviours that impact the child's development and self-esteem e.g. punishments, criticisms, scapegoating, humiliating the child).
- **Danger to self or others:** Suicidal or self-harming behaviours visible or reported by the child (including recently attempted, threatened or planned suicide, self harmed to the extent emergency medical attention was required, consumed alcohol or drugs to the extent emergency medical attention was required, violently injured or threatened to violently injure others).
- **Relinquishing care:** A legal guardian can no longer care for, or is showing signs of wishing to cease caring for, a child aged 16 or under.
- **Carer concern:** A child is significantly concerned about their carer for reasons such as substance abuse, domestic violence, mental health. Does not directly impact the child.
- **Unborn child:** A concern is held for the safety and wellbeing of an unborn child based on characteristics of the mother (including suicide risk, substance abuse, unmanaged mental illness, domestic violence, unsupported intellectual disability, medical condition/physical disability, homelessness, inadequate preparations for the birth).

### **Abuse** includes:

- child abuse;
- risk of significant harm;
- reportable conduct;
- sexual misconduct; and/or
- conduct that breaches the service's Code of Conduct.

Reportable conduct is a defined term that appears in the Ombudsman Act 1974 (NSW) and also in the Commission for Children and Young People Act 1998 (NSW). Section 25A of the Ombudsman Act defines reportable conduct as:

- any sexual offence, or sexual misconduct, committed against, with or in the presence of a child (including a child pornography offence), or
- any assault, ill-treatment or neglect of a child, or
- any behaviour that causes psychological harm to a child, whether or not, in any case, with the consent of the child.



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**At risk of significant harm** is a term used by Family & Community Services for situations where a reasonable person has current concerns about the safety, welfare or wellbeing of a child or young person. All staff are mandatory reporters. Conduct putting a child or young person at risk of significant harm may also be reportable conduct and is a notifiable circumstance.

**Department of Communities and Justice Services or DCJ (NSW department)** : Formerly Family and Community Services (NSW) or FACS. The department responsible for child protection matters and investigation cases reported in the ChildStory Mandatory Reporter Guide

### **Office of Children’s Guardian**

From 1 March, 2020, the Office of the Children’s Guardian took over responsibility for the Reportable Conduct Scheme from the NSW Ombudsman.

Under the Reportable Conduct Scheme, relevant employers are required to notify the OCG of reportable allegations or convictions against their **employees**.

### **Reportable conduct**

According to the Children’s Guardian Act 2019, reportable conduct by an employee includes

- A sexual offence committed against, with or in the presence of a child
- Sexual misconduct with, towards or in the presence of a child
- Ill-treatment of a child
- Neglect of a child
- Assault against a child
- Behaviour causing significant emotional or psychological harm to a child
- Any offence under section 43B or 316A of the Crimes Act 1990, whether or not, with the consent of the child

Appendixes - next page



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### Appendix A – Child protection law induction overview.

Display in room to assist staff with understanding and remembering their responsibilities.

# Child Protection Law

## Child protection principles

1. Best interest of the child - the child must be paramount in the decision making process
2. Early intervention and support for families - offer help and support to prevent entry or re-entry into the statutory system for children
3. Culturally appropriate care of the Aboriginal and Torres Strait Islander Child Placement Principle - children have a right to cultural connections
4. Participation of children and young people in decision-making process - children should be able to have a voice in issues affecting them where appropriate and applicable.

## Mandatory reporters

- All persons who are employed in children's services are mandatory reporters.
- As a mandatory reporter you have a duty to report the following:
  - any suspicions that a child in your care is at risk of significant harm
  - any suspicions that a group of children in your care are at risk of significant harm
- Reports must be based on reasonable grounds
- Reports must be made in a timely manner
- Mandatory reporters are protected under the Children and Young Persons (Care and Protection) Act from liability if you reported in good faith.

## Identifying issues

- Form positive relationships with children to be able to notice changes in their behaviours or appearance
- Form strong partnerships with families to recognise changes.
- Professional partnerships allow for trust and you will more likely be disclosed to if there is an issue.
- Follow organisational policies and procedures at all times to create a safe space for children.
- Look out for signs of abuse or neglect towards children from outside and inside the service.

## Gathering information

- Be sure to only ask open questions to allow children to explain information in their own words.
- Take cues from the children (and family) as to whether you are distressing them by asking questions.
- Keep detailed notes of what happened as soon as practicable to avoid forgetting key information.
- Do not share or discuss with multiple people, support privacy and confidentiality
- Follow service policies and procedures around who to talk to and how.

## Reporting

1

If the child needs urgent medical attention or you have witnessed the abuse call 000

2

If it is not an emergency report to the following as a mandatory reporter: NSW Department of Communities and Justice (Child protection helpline) either via [reporter.childstory.nsw.gov.au](http://reporter.childstory.nsw.gov.au) or via 13 21 11

3

Notify the Nominated Supervisor/Approved Provider or any safe person within the organisation's management so that they can follow their required reporting steps.



## Appendix B – WWCC requirements

Role	Specifics (if any)	WWCC
Approved provider	Person(s) with management control	Yes
Advisory committee	Volunteers with involvement in the preschool who attend during operating hours.	Yes
Nominated Supervisor		Yes
Educator		Yes
Employee	Roles and responsibilities mean probable interaction with the children e.g. admin staff, cook etc.	Yes
Employee	Roles and responsibilities mean interaction with the children is unlikely e.g. after hours cleaners, off site accountant	No
Visitor	Working directly with children – e.g. extra-curricular lessons, incursions, allied health professionals, professionals observing in the classrooms etc.	Yes
Visitor	Not working primarily with children, or incidental interactions – e.g. delivery persons, trades people, persons having administrative meetings	No
Student – 18 or older	Workplace practicum, school work experience	Yes
Student – under 18	Should apply the month before they turn 18	No
Volunteer	Volunteering in a role that is in direct contact with the children or will provide more than incidental contact	Yes
Volunteer	Volunteering in a role that is admin based only (excludes those with management control within the organisation)	No
Parent or close family member	Daily tasks including drop off and pick up, engaging primarily with their child and educators, or attending events put on by the service	No
Parent or close family member	Planned experiences, excursions, or any opportunities where they will be engaging with a number of children	Yes
Parent or close family member	Completing any of the following <ol style="list-style-type: none"> <li>1. providing personal care for a child with disability</li> <li>2. participating in a formal mentoring program</li> <li>3. at an overnight camp for children.</li> </ol>	Yes

Based on information taken from the Office of the Children’s Guardian:

<https://ocg.nsw.gov.au/working-children-check/who-needs-check> and through the Early Learning Commission’s website

<https://education.nsw.gov.au/early-childhood-education/regulation-and-compliance/regulation-assessment-and-rating/child-safety/child-safety-reforms/frequently-asked-questions#Working3>



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**For specific information please see the following policies:**

- Professional Practice Policy
- Participation of Volunteers, Students & Visitors Policy



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## Appendix B - Worker Register Chart

Roles must reflect the worker's **primary role** and align with the NQF.

Role	Explanation	WR
Educators	<p>Includes roles such as:</p> <ul style="list-style-type: none"> <li>• Educator</li> <li>• Family Day Care Educator</li> <li>• Educational Leader (if not an ECT)</li> <li>• Pedagogy Lead</li> <li>• Relief Educator (non-contractor)</li> <li>• Float Educator</li> <li>• Room Leader</li> <li>• Nominated Supervisor (when they have contact with children)</li> <li>• Centre Director/Service Manager (when they have contact with children).</li> </ul> <p>An Educator is generally someone with a Diploma or Certificate III qualification, or 'working towards' one, who works directly with children through high-quality, play-based learning, creates safe and inclusive environments, and partners with families to support children's learning and development.</p>	Y
Early Childhood Teachers	<p>Qualified (or working towards) degree-level teacher who is responsible for planning and leading learning programs (registration status does not determine the role).</p>	Y
Regular volunteers	<p>A volunteer is a person who has a role in the delivery the education and care service, on a regular or semi-regular basis, without payment. This may be frequent, or infrequent, but distinct from being a one-off occasion, a visitor, or a parent or family member or carer of a child at the service.</p> <p>When determining what is a regular or semi-regular volunteer arrangement, approved providers should use their professional judgement and take a risk management approach, using the paramount consideration as a first principle.</p> <p>Another consideration for approved providers is whether Working with Children Check or Working with Vulnerable People requirements in your jurisdiction apply to that volunteer arrangement.</p>	Y



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Parent helpers or family members	<p>Parents, while requiring a WWCC as a volunteer for experiences or excursions, are exempt from the Worker Register. “Distinct from being a one-off occasion, a visitor, or a parent or family member or carer of a child at the service.”</p> <p>Those with management control on a management committee are counted as ‘Service Managers’ and therefore need one under non-educator staff.</p>	N
Students from RTOs or Universities	People completing supervised placements in centre-based or family day care services and enrolled and completing an approved education and care qualification.	Y
School students on work experience	High school students undertaking work experience but not working towards a qualification are excluded.	N
Non-educator staff	<p>Roles that support the service but do not work as educators or teachers, including:</p> <ul style="list-style-type: none"> <li>• Cook</li> <li>• Cleaner</li> <li>• Gardener</li> <li>• Maintenance</li> <li>• Bus Driver</li> <li>• Administrative Assistant / Receptionist</li> <li>• Nominated Supervisor (when they have no contact with children)</li> <li>• Centre Director / Service Manager (when they have no contact with children) – Includes management committee members</li> </ul>	Y
Assistant	<p>Roles providing additional support such as:</p> <ul style="list-style-type: none"> <li>• Assistant Educator</li> <li>• Inclusion Educator/Professional</li> <li>• Early Intervention Educator</li> <li>• Allied Health Worker.</li> </ul> <p>Additional Educators/Inclusion Professionals, Early Intervention Educators and Allied Health Workers should only be included if employed by the service (either directly, or indirectly through labour-hire arrangements), not if visiting the service as third party contractors.</p> <p>For example consultants working directly with the children.</p>	Y
Coordinator	<p>Includes:</p> <ul style="list-style-type: none"> <li>• Family Day Care Coordinator</li> <li>• OSHC Coordinator</li> </ul>	Y



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	<ul style="list-style-type: none"> <li>• Area Manager (or similar title and role).</li> </ul> <p>These roles support educators and leaders and regularly visit services.</p>	
Visitors	<p>Examples of visitors:</p> <ul style="list-style-type: none"> <li>• Emergency tradesperson (e.g. plumbers or electricians).</li> <li>• Inclusion professionals, early intervention educators and allied health workers who visit the service as third party contractors.</li> <li>• Policy or regulatory staff (e.g. from the Regulatory authority, ACECQA, relevant government department or agency staff).</li> <li>• Police or fire personnel (or community members) who attend and/or are invited to speak at the service.</li> <li>• Prospective families who tour the service.</li> <li>• Family members of educators or staff members who drop in to see or pick up an educator or staff member.</li> </ul> <p>It is best practice that approved providers:</p> <ul style="list-style-type: none"> <li>• require all visitors to sign a visitor register that includes their name, date, arrival and departure times, and reasons for the visits</li> <li>• ensure they are supervised at all times and are never left alone with children or counted in educator-to-child ratios.</li> </ul> <p>Approved providers are best placed to use their professional judgement consistent with their obligations under the National Law, National Regulations, and child safety requirements, to determine which workers should be added to the Worker Register.</p>	N
Parents	Parents of enrolled children, other than those parents who are employed in any of the roles above OR are in Management positions.	N
Contractors	Anyone paid directly by the service to complete a role who, in the execution of their role, will only have limited or incidental contact with the children.	N
Contractors	Anyone paid directly by the service to complete a role who, in the execution of their role, will likely require, or did require, contact with the children. – This falls under “Assistant”	Y
Third party contactors	These are people who are often referred to as independent contractors, operating either as an individual or a business. Often self-employed such as consultants, tradespeople, IT support etc. See Contractors to identify if they need to be added to the Worker Register	See above



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Taken from the National Early Childhood Worker Register Operational Policy Guide

[https://www.acecqa.gov.au/sites/default/files/2026-04/NECWR-operational-policy-guide\\_0.pdf](https://www.acecqa.gov.au/sites/default/files/2026-04/NECWR-operational-policy-guide_0.pdf)



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### Appendix C - Child protection incident record

Child's name: \_\_\_\_\_

Date of incident: \_\_\_\_\_ Time of incident: \_\_\_\_\_

Where was I when the incident took place?	
Where was the child when the incident took place?	
What was happening at the time of the incident?	
What was observed or heard?	
What did I say or ask? (include any responses)	
Who else was present at the time of the incident? (include children and adults)	
What have I done since the incident? (E.g. any further actions or discussions to investigate or respond to the incident)	
Was anyone else informed of the incident?	
Is there any follow up information regarding this incident?	

**Note – keep this record in a secure location and do not leave lying around where others may find it**



Appendix D - **Register of Child Protection Concerns**

**SE number:** Click to type SE number

**Provider name:** Click to type provider name

**PR number:** Click to type provider number

**This document must be used in line with the Child Protection and Child Safety Policy.**

Information contained in this document must be kept confidential and filed in a secure location

The template only must be contained in the policy and the actual completed documented stored elsewhere for confidentiality of records

Another copy to change below



## Sutherland Presbyterian Church Preschool

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Date concern raised	Reporter/ Person who raised concern	Description or area of concern	Child/ Children at risk	Notification or reference number(s)	Outcome of report/ notification	Actions taken by approved provider or relevant person	Other relevant information



## Appendix E - NSW Early Learning Commission

# Sample Register of child protection concerns: Click to type service name

**SE number:** Click to type SE number

**Provider name:** Click to type provider name

**PR number:** Click to type provider number

This register supports consistent documentation, monitoring and appropriate follow-up of matters relating to the safety and wellbeing of children, while they are attending early education and care services.

## How to use this register

### Compliance requirements (Regulation 168(2)(h)(iii))

At a minimum, this register must record all child safety and child protection reports made to:

- NSW Office of the Children's Guardian (OCG)
- NSW Department of Communities and Justice (DCJ)
- NSW Early Learning Commission
- NSW Police

This includes all suspicions, allegations or disclosures of child abuse, neglect or harm that are reported in accordance with the NSW Early Learning Commission's reporting guide and relevant legislation. It also includes notifications made in relation to serious incidents (Section 174), inappropriate conduct (Section 166A) and negative notices (Section 174AB).

Remember when making your reports to the various agencies to ensure you receive a reference number.

### **Best-practice use of this register**

To strengthen child safety and child protection practices, support timely responses and enable effective pattern-spotting or trend monitoring, services are encouraged to also record any concerns about a child that may not meet the threshold for mandatory reporting but are relevant to ongoing risk assessment (e.g., changes in behaviour, unexplained injuries, concerning observations).

### **Ongoing review and follow-up**

- Review the register regularly to monitor for patterns, repeated concerns or emerging risks.
- Ensure appropriate follow-up, support, escalation or reporting occurs as required.
- Maintain the register in line with the service's policies and procedures to ensure confidentiality, accountability and compliance with protected disclosure provisions.

The service's child safe environments policy and procedures should clearly outline responsibilities for maintaining, storing and reviewing the register to ensure confidentiality and accountability (and considering protected disclosure provisions) and that any trends or patterns of behaviour evident in the register are identify and addressed.

Date concern raised	Reporter/ Person who raised concern	Description or area of concern	Child/ Children at risk	Notification or reference number(s)	Outcome of report/ notification	Actions taken by approved provider or relevant person	Other relevant information
	<p><i>Include relevant details of the person who raised the concern. This could include children, staff, managers, parents/carers and/or others, as appropriate.</i></p>	<p><i>Short summary of the incident or area of concern.</i></p>	<p><i>Include relevant details of child or children, as appropriate. This includes name and DOB.</i></p>	<p><i>Include details on reports made to relevant agencies, including the NSW Police, NSW Early Learning Commission, NSW Office of the Children’s Guardian and NSW Department of Communities and Justice. MRG outcome could be recorded here in place of reference number where applicable.</i></p>	<p><input type="checkbox"/> DCJ – Ref no:</p> <p><input type="checkbox"/> OCG – Ref no:</p> <p><input type="checkbox"/> NSW Early Learning Commission – Ref no:</p> <p><input type="checkbox"/> NSW Police – Ref no:</p>	<p><i>Include details and dates for any actions taken or decisions made by the approved provider in relation to the child protection concern. For example if staff members have been stood down, if policy or procedural review has occurred, if further supports have been sent to families, and staff involved.</i></p>	<p><i>Include any other information relevant to the report or concern. including any incident reports or family communications .</i></p>

# Appendix E – Reporting requirements - Display in room to assist staff with understanding and remembering their responsibilities.

NSW Department of Education

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



As a staff member in an early childhood education and care and outside school hours care (ECEC) service, you must talk to someone if you are concerned or have a suspicion that a child is at risk of abuse, harm, neglect or ill-treatment. You must make a report if you believe a child may be at risk, even if you have not seen the abuse occur. This resource should be used as a guide, in conjunction with your service's policies and procedures.



## Appendix F - Child protection & child safety risk assessment

This risk assessment identified potential child protection risks within the service and ways in which we reduce these through existing systems and practices. For specific details on steps taken to minimise risks refer to the policies and documents outlined in the responses column. In some instances there may be multiple policies or even all policies and procedures refer to reducing specific hazards.

Potential hazards	Identified issues	Responses
Children not coming first in service decisions (paramount principle)	<p>If children are not placed first in all decisions then outcomes could negatively impact children, as their needs, rights and safety is not prioritised.</p> <p>This can negatively impact their safety, wellbeing and welfare, and lead to an unsafe culture within the organisation. It is important to have a culture of child safety that places each child first in any service decision.</p>	<ul style="list-style-type: none"> <li>• Procedure: All procedures</li> <li>• Policy: All policies + Child Protection and Child Safety Policy and Child Safe Standards Policy specifically</li> <li>• System: All systems</li> <li>• Other: Child Safe Code of Conduct, Statement of Commitment to Child Safety</li> </ul>
Universal/one-size/fits/all approaches	<p>Each child has their own unique needs, abilities and background.</p> <p>Expecting children to fit into universal approaches can create unsafe spaces and limit children's sense of belonging. It is important to individualise approaches to support each child's unique needs.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: All policies + Pedagogical Learning &amp; Documentation + Access &amp; Participation Policy, Professional Practice Policy, Relationships Policy, Enrolment &amp; Orientation Policy</li> <li>• System: Enrolment process, Enrolment Form, Part 2: Tell us about your child</li> <li>• Other: -</li> </ul>
Positive relationships	<p>By forming positive relationships with children and families it is more likely that any changes to the child or their home life will be picked up and can be responded to in a timely manner.</p> <p>Failure to do so can lead to unnoticed child protection issues and children who do not trust others to disclose information.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Relationships Policy</li> <li>• System: Rituals and Routines chart</li> <li>• Other: -</li> </ul>

<p>New staff members (incl potential staff members)</p>	<p>Employing or bringing staff into the service who are not appropriately screened and do not align with service expectations around safety.</p> <p>It is important to have child safe recruitment processes in place.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Professional Practices Policy</li> <li>• System: Recruitment process, induction process, worker register, WWCC</li> <li>• Other: PSS WWCC process</li> </ul>
<p>Existing staff members</p>	<p>Assuming staff will maintain the same level of safety and suitability can leave the children open to unsafe situations.</p> <p>It is important to have systems and processes in place that continue to monitor staff for their suitability and address any issues as they arise.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Professional Practices Policy</li> <li>• System: Audits, Workplan process, professional development</li> <li>• Other: -</li> </ul>
<p>Visitors</p>	<p>Any visitor to the service could potentially be a risk to the children.</p> <p>This could be through their actions, language, demeanour, or the tasks they are there to complete.</p> <p>There should be clear expectations around monitoring them when on site, and communicating child safe approaches to visitors.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Participation of Volunteer, students and Visitors Policy.</li> <li>• System: Worker register, WWCC checks, visitor sign in.</li> <li>• Other: -</li> </ul>
<p>Volunteers and students</p>	<p>Volunteers and students generally have more access to the children and therefore pose a greater threat.</p> <p>They could have interactions or behave in ways that are not safe. They could also take photos or videos of children, which impacts their safety.</p> <p>There should be clear expectations around monitoring them when on site, and communicating child safe approaches to volunteers and students.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Participation of Volunteers, Students and Visitors Policy, Register, WWCC, Visitor Sign-in</li> <li>• Other: -</li> </ul>

<p>Parents/ family members</p>	<p>Family members of children are often moving throughout the service and may negatively impact children's safety in multiple ways through their actions, language and expectations.</p> <p>There should be clear expectations around monitoring them when on site, and communicating child safe approaches to families.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Supervision Policy, Visitor Policy, Child Safe Digital Environments Policy</li> <li>• System:</li> <li>• <i>Other: To be further reflected on in above policies.</i></li> </ul>
<p>Physical environment</p>	<p>There are multiple hazards that can exist in the physical environment including fixtures, furnishings, resources and chemicals. These can result in incidents, injuries or even illness if not maintained properly.</p> <p>It is important that there are systems in place to identify, reduce and respond to the ever changing environment to support children's safety.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Physical Environment Policy. Health &amp; Hygiene Policy, Work Health &amp; Safety Policy, Risk assessment Policy , illness, injury , first aid, medical conditions</li> <li>• System: In above policies</li> <li>• Other: Medication bag (where medications are kept safely and medication box (in fridge)</li> </ul>
<p>Supervision</p>	<p>With so many moving parts in an early childhood setting it is vital that staff are constantly supervising and monitoring children, as well as other adults and the space they are in to adapt and respond to their needs.</p> <p>Without systems and clear expectations around this children are left open to risks.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Supervision Policy</li> <li>• System: Supervision Plan</li> <li>• Other: -</li> </ul>
<p>Ratio</p>	<p>Having the adequate number of educators made available to the children to support ratio at all times allows for children to be suitably supervised and have their needs responded to.</p> <p>Systems should exist to support this to occur and ensure that educators know they need to be working directly with the children to be counted in ratio.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: <i>Staffing Arrangements Policy to be written to better align this area</i></li> <li>• System: rosters, sign out sheets, excursion forms, headcounts, attendance records</li> <li>• Other: -</li> </ul>

<p>Educator isolation</p> <p>le educators alone with children</p>	<p>While educators are allowed to be alone with the children it increases the risk that they could act in a way they negatively impacts, or harms the child and this must be avoided.</p> <p>Systems should prioritise 2 sets of eyes at all times to ensure children’s safety by being able to monitor the other staff in the vicinity.</p> <p>This also allows for a quick response if there was an incident with a child or the educator was incapacitated, to ensure children’s safety.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Supervision Policy, Physical Environments Policy, Professional Practice Policy Child safe standards</li> <li>• Systems: -</li> <li>• Other: -</li> </ul>
<p>Toileting/ nappy changes</p>	<p>While children are in any state of undress there are more vulnerable to child protection matters. They also could be times where child protection issues are discovered.</p> <p>As such there should be clear systems and approaches that protect children’s dignity and rights while support child safe practices at these times.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: supervision policy</li> <li>• System: Health &amp; Hygiene Policy, Parent Handbook</li> <li>• Other: -</li> </ul>
<p>Discrimination</p>	<p>Children have a right to be treated fairly and equitably without prejudice.</p> <p>Any discrimination against children because of their age, race, abilities, background, diagnosis or other reasons will not be tolerated and systems and processes are in place to address any instances of this.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Relationships Policy, Professional Practices Policy, Pedagogical Learning &amp; Documentation Policy, Child Safe Standards Policy</li> <li>• System: Audits, raining eg Gecko</li> <li>• Other: -</li> </ul>

<p>Poor interactions and relationships</p>	<p>Children being engaged with in ways that prioritise the program or documentation, limit children’s involvement in discussions, silence their ideas, or disrespect their ideas can lead to children not feeling safe in the service and this can limit their willingness to disclose any concerns.</p> <p>Systems should prioritise positive relationships and clearly identify what expectations are around interactions.</p>	<ul style="list-style-type: none"> <li>• Procedure: -</li> <li>• Policy: Relationships Policy, Child Safe Standards Policy, Relationships Policy, Professional Practices Policy</li> <li>• System: Performance Management systems - including Workplan</li> <li>• Other: -</li> </ul>
<p>Emergencies</p>	<p>Emergencies can be overwhelming and stressful for children, but so can the way in which these are rehearsed and practiced.</p> <p>Systems should exist to limit emergencies, but also make sure that there are child-focused approaches to plan for and respond to emergencies to increase children’s safety.</p>	<ul style="list-style-type: none"> <li>• Procedure:</li> <li>• Policy: Emergency Planning Policy, Emergency Response Policy. First Aid Kit Policy</li> <li>• System:</li> <li>• Other: Emergency Evacuation Bag, First Aid Kit.</li> </ul>
<p>Excursions</p>	<p>Any time a child leaves the service the level of risk increases due to the number of hazards, including the general public.</p> <p>Systems to manage excursions should consider children’s safety across a number of potential hazards and how these will be supported.</p>	<ul style="list-style-type: none"> <li>• Procedure:</li> <li>• Policy: Outing &amp; Excursion Policy, Risk Management Policy</li> <li>• System: Excursion Risk Assessments</li> <li>• Other: Excursion bag, review in t3</li> </ul>
<p>Digital systems</p>	<p>Any information or images of children shared online or in ways that can communicate the information between devices, creates a safety risk for the children.</p> <p>Systems should be developed to reduce this risk include the child being able to consent to their information or image being shared.</p> <p>The more people who have access to the image the greater the risk.</p>	<ul style="list-style-type: none"> <li>• Procedure:</li> <li>• Policies: Child Safe Digital Environments Policy, Participation of Volunteers, Students &amp; Visitors Policy</li> <li>• System:</li> <li>• Other:</li> </ul>

<p>Routines - transitions</p>	<p>Transitions present increased risks as children move between spaces and may be unaccounted for or unsupervised.</p> <p>It is important that systems support the awareness of all children’s location at all times and by all educators during the transitions in the routine.</p>	<ul style="list-style-type: none"> <li>• Procedure:</li> <li>• Policy: Supervision Policy, Delivery &amp; Collection of Children Policy.</li> <li>• System: Daily Routines &amp; rituals</li> <li>• Other:</li> </ul>
<p>Routines – sleep/rest</p>	<p>Sleep, particularly for young children, is a known risk with the impact of SUDI.</p> <p>Parents may make requests that do not support the wellbeing of the child when communicating sleep preference. It is also important that any approaches to sleep and rest prioritise the needs of the children and avoid containing children in spaces for adults to complete tasks.</p> <p>All aspects should be considered in systems around sleep and rest.</p>	<ul style="list-style-type: none"> <li>• Procedure:</li> <li>• Policy: Sleep &amp; Rest Policy</li> <li>• System: Sleep &amp; Rest Risk Assessment. (found in Sleep Policy)</li> <li>• Other:</li> </ul>
<p>Routines - meals</p>	<p>Mealtimes can create stress and anxiety for children who are expected to eat within specific rules and guidelines provided by the staff.</p> <p>Mealtimes can also be a safety risk for children with allergies and dietary requirements. It is important that there are appropriate systems and expectations to support positive meal times for all children.</p>	<ul style="list-style-type: none"> <li>• Procedure:</li> <li>• Policies: Nutrition &amp; Beverage Policy, Medical Conditions Policy, Health &amp; Hygiene Policy, Supervision Policy</li> <li>• System:</li> <li>• Other:</li> </ul>

Self Assessment Tool for Child Protection - based on the above risk assessment

What we already have in this area	Ways we could strengthen or support this



8 Perry St Dundas Valley NSW 2117  
Phone: 1300 JERICHO  
A.B.N. 47 776 809 174

## PCNSW Early Childhood Services

### Procedure for verifying Working With Children Checks for Third Party Professionals

The Department of Education states in relation to checking Working With Children Checks (WWCCs) and third party professionals such as allied health workers and community visitors onsite:

*'Third party professionals, such as occupational therapists or community visitors working directly with children to provide an educational experience should have a WWCC clearance through their employer.'*

*If the third party professional is going to be working directly with children then the provider must have verified their WWCC beforehand. Supervision of the third party must be managed through the service's risk management and child safe environment policies.*

*Visits should be managed by your service's risk management processes. This may include:*

- *Recording the visit in the service's visitor register*
- *Ensuring the individual is not left alone with children.*

*Services may develop policies, procedures and risk assessments regarding third party professionals, resulting in service-specific child safe practices.'*

(Department of Education, (2026), Child Safety Reforms – Frequently Asked Questions )

Child Safe Standard 5 states "People working with children are suitable and supported".

In support of best practice of verifying WWCCs for third party professionals, the Conduct Protocol Unit (CPU) verifies all WWCCs for employees, agency staff and third party professionals for Early Childhood Services.

#### **Supporting policies:**

Child Safe Environment Policy

Jericho Road Early Childhood Service Child Protection Policy

## WWCC Verification Procedure

CPU acknowledges the importance of verifications happening in a timely manner and will aim to verify all WWCC verification requests made within 24 hours.

Please email all WWCC verification requests to :

[cpu-admin@jerichoroad.org.au](mailto:cpu-admin@jerichoroad.org.au)

Cc: CPU Director [ybuvcevska@jerichoroad.org.au](mailto:ybuvcevska@jerichoroad.org.au)

Subject line: **Preschool WWCC verification request**

In order to successfully verify a WWCC, CPU requires the following information:

1. The third party professional's full legal name (the name registered with Service NSW)
2. Date of birth (dd/mm/yyyy)
3. WWCC or APP number e.g. WWC1234567

The CPU Administration manager is employed 4 days/week. Copy in the CPU Director to all WWCC verification requests to ensure that if a WWCC verification request is received on a day the CPU Administration Managers is away, the CPU Director can ensure the request is attended to.

If a WWCC verification result is not provided within the 24-hour period, please escalate the request by calling the CPU Administration manager on 0490 434 667.

If the phone is not answered, please contact the CPU Director on 0421 225 740 and leave a message.

Once verified, the CPU will email a copy of the WWCC verification result to the requesting Early Childhood Service. The verification result will be stored in CPU records. The Early Childhood Service can store the result as per their local policy.

## Urgent WWCC verifications

From time to time there may be a need to have an urgent WWCC verification completed e.g. staff member calling in sick.

In these instances, please follow the above process. Please note in the email the desired response time and mark it as **'URGENT PRESCHOOL WWCC VERIFICATION'**.



8 Perry St Dundas Valley NSW 2117  
Phone: 1300 JERICH0  
A.B.N. 47 776 809 174

During business hours, call the CPU Administration Manager to flag the urgent verification request and indicate the timeframe in which a response is required e.g. within 3 hours.

If there is no answer, please call the CPU Director and leave a message.

Outside business hours, please phone the CPU Director.

**CPU Contact details:**

CPU Administration Manager: 0490 434 667

CPU Director: 0421 225 740

Appendix H - Presbyterian Social Services Child Protection Policy

Currently under review at 7/5/26 (email from CSM)

# Mandatory Reporting Guide

## What to report

**Physical Abuse** – You suspect non-accidental injury or physical harm may have been caused by a parent/carer or other adult household member.

**Sexual Abuse** – Sexual activity or behaviour that is imposed, or is likely to be imposed, on a child/young person by another person.

**Psychological harm** – A child/young person appears to be experiencing psychological/emotional distress and is a danger to self or others as a consequence of parent/carer behaviour.

**Neglect** – You suspect that a parent/carer is not adequately meeting a child's/young person's needs such as supervision, shelter, medical care, hygiene/clothing, mental health care.

**Danger to self or others** – A child/young person is a danger to themselves or others, including suicidal or self-harming behaviours, and their parent/carer cannot be located or may be contributing to this state.

**Relinquishing care** – A parent/carer states they will not or cannot continue to care for a child under 16.

**Carer concern** – A child/young person is significantly affected by parent/carer concerns such as substance abuse, mental health or domestic violence.

**Unborn child** - You are concerned for the welfare of an unborn child at birth.

## When to report

**You are certain** – Report your concerns immediately to the appropriate persons as per policy and Reporting Guide displayed [<insert where displayed>](#)

**You are unsure** – Keep track of the situation, use the MRG to seek guidance

**You have not got enough evidence** – Keep tracking the situation, seek additional information if safe to do so. [<if you have a form for this refer to it here>](#)

For all of these approaches follow service policies and procedures.

## Who to report to

Follow policies and Reporting Guide.

Ensure you report to safe people inside the service/organisation. If you do not feel the person listed on the policy is a safe person then report to someone else in a management position such as RP, NS, AP, Area Manager.

Remember to support privacy and confidentiality at all times.

Appendix J - SAFE Series - Information from Office of the Children's Guardian - (email after training):

The **SAFE** book series is to be used as part of a protective behaviours program and requires a skilled facilitator to implement. The wellbeing of the children in your care is the top priority. The link to the **SAFE** series user guide is for your information and use only and should not be forward or shared with a third party except the parents and carers of the children in the program.

Resources:

- Animations for the four books and Meeting Mandu can be found here:

<https://www.youtube.com/playlist?list=PLEorV3hNwRXjlmjl6WSbNJg4kjR8-ih5p>

- Resources, including colouring sheets, along with the parent/carer flyer "Becoming a Hero" can be found here: <https://ocg.nsw.gov.au/safe-series-posters-and-activities>

**SAFE** Series for Parents and Carers webinar with the families at your service:

<https://attendee.gotowebinar.com/recording/887044634924133633>