



Child Safe Standards Policy

Aim

At SPCP we aim to ensure that child protection is a key component of our practices. We base our work on current research and best practice guidelines and as such endeavour to implement the Child Safe Standards within our everyday practices.

Policy

The Child Safe Standards are considered in our practices and reflected in the following ways:

Standard 1 - Child safety is embedded in organisational leadership, governance and culture

- Leadership promotes educators to reflect on their practices to ensure that they support the dignity and rights of the children in our care.
- All staff are supported to feel confident in identifying and responding to suspected abuse/neglect through organisational policies and procedures.
- Risk assessments are completed within the service to identify and manage any potential risk to children through a range of different aspects of our operations.
- Educators are expected to comply with the Professional Practice Policy at all times, guiding their commitment to adhering to all service policies and procedures and involvement in reflections and organisational discussions around their practice to ensure that it is supporting each child's safety and wellbeing.
- Any new information that can impact child safety is considered within the context of the preschool and applied to our practices where relevant.

Standard 2 - Children participate in decisions affecting them and are taken seriously

- We work closely with all children to ensure that they have agency and autonomy within the service which builds their sense of security and encourages them to form attachments with the educators.
- Children are provided a voice within many service and curriculum decisions, and this is then followed up to ensure that children feel valued participants within the service community.
- Educators are encouraged to reflect on their practices to ensure that they feel confident in being able to recognise and respond to children's individual communication attempts.
- Information is shared with children through discussions, role plays, stories and planned experiences to support their awareness of safe practices and how to support their own safety through appropriate responses to a range of different situations.
- Children are able to give consent, both verbally and non-verbally to experiences and routine times that they may not feel safe or comfortable with. Where these may result in a safety risk we will discuss a suitable outcome that allows the child to feel included.



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God said, "I have loved you with an everlasting love," Jeremiah 31: 3

- Children are given opportunities to provide feedback on our practices, both with their words and through their actions, which we consider when making changes to support positive outcomes for all.

Standard 3 - Families and communities are informed and involved

- Partnerships are formed with families from the enrolment process to ensure that they are recognised as the primary source of information on their child and ways to provide support.
- Information is provided to families to allow them to understand the role of the service and its staff when considering child protection and the role of mandatory reporters.
- Local community service information is provided to families to allow them to access and utilise opportunities to support them in their parenting role and create a network of people advocating for the rights of the child.
- Information about service policies and procedures is shared via newsletters, orientation sessions, information displays and direct communication with the families. Families are invited to provide feedback and shape policies and procedures during their review.
- Management supports the service to work with families who may be in crisis by providing them with opportunities to alleviate some of their stress and in doing so, decrease the impact this will have on the child in the home environment.
- We create and evaluate opportunities for families to participate in the service so that we can get to know them in a range of different ways that support each family's needs and availability.

Standard 4 – Equity is upheld and diverse needs are taken into account

- SPCP values the diverse community we have created within our service with children and families from a range of different CALD backgrounds and with a range of different developmental abilities.
- We work closely with families to understand their individual needs and provide individualised support so that each child is provided an equitable opportunity for success within the service.
- Where appropriate we access and utilise local services to allow us to provide a support network for children with specific needs so that they are advocated for within the service.
- Educators are encouraged to reflect on their practices to ensure that any subconscious biases and barriers are addressed and removed, allowing for all children to be responded to and involved fairly and equitably within the curriculum based on their individual needs.
- Children are encouraged to explore diversity and similarities within the service through both planned and spontaneous experiences, allowing children to develop an inclusive view of others and a strong sense of identity.
- We work within the EYLF value of 'inclusion, equity and high expectations', making sure that everyone has an opportunity to succeed and their needs are accommodated.



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Standard 5 – People working with children are suitable and supported

- Our approach to employment ensures that all employees have the appropriate qualifications and have an active Working With Children Check. This is mentioned in advertisements for positions within the service and discussed during interviews as a primary focus within the service.
- During our induction process employees are communicated our approach to supporting children's safety and wellbeing with relevant policies and procedures shared.
- Educators are supported by the Nominated Supervisor to build their skills and knowledge in a range of areas through mentoring, reflection and training opportunities.
- All visitors to the service are required to sign in and then supervised during their time at the service to ensure that they act accordingly when around the children.
- No personal devices that are capable of taking photos are allowed to be used when working with children unless prior authorisation has been provided by service management and children's families. This is regularly monitored.

Standard 6 – Processes to respond to complaints of child abuse are child focused

- We have a clear policy and procedure that outlines the approach to respond to suspected abuse or neglect. It focuses on the importance of relationships with families and children to allow for any concerns or issues to be identified quickly and responded to in a way that respects the child and supports the family where appropriate.
- There is a clear complaints procedure provided by the service that clearly outlines who complaints should be directed to and how they will be handled as per the policy. All complaints are responded to within provided timeframes and taken seriously as they may impact our valued relationships with stakeholders.
- Privacy expectations are made clear within the service through policies and procedures as well as communicated through the review of these documents. This ensures that all stakeholders understand their roles and responsibilities with regard to maintaining privacy and confidentiality within the service.
- Children's rights will be advocated for during this process to ensure that children are given fair and equitable representation in the investigation, not prioritising the needs and consideration of adults.

Standard 7 – Staff are equipped with the knowledge, skills and awareness to keep children safe through continual education and training

- Staff are provided with formal training on the requirements of being a mandatory reporter to support them in their awareness and understanding of identifying, responding to and reporting suspected abuse or neglect.
- Internal discussions and mentoring allows educators to feel confident in the way in which they support and promote the dignity and the rights of all children to allow them to have a voice within the service and create a sense of security for all children with the service.
- Educators are encouraged to form relationships with children that allow them to recognise and respond to changes in behaviour or emotional dispositions that may be indicators of abuse or neglect. These relationships then allow children to feel safe to share additional information if they wish and feel confident that they can trust the educator with this information.



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- Risk assessments are completed with the team to ensure that they understand the process and that practices implemented in the service are to help support risk minimisation through their actions.

Standard 8 – Physical and online environments minimise the opportunity for abuse to occur

- Our learning environment is open and allows for a clear line of sight across the room from all locations. We are also clear to children where it is safe for them to be and where it is not safe, explaining to the children the reasons and importance for us to be able to keep them safe.
- The children's bathrooms allow for supervision while respecting the dignity of the child and protecting them from being openly viewed by visitors or others that they may not feel safe with.
- Our supervision plan ensures that when using the inside and outside spaces simultaneously that educators are aware of the need for communication and placement that allows for all children to be monitored at all times.
- We have limited online spaces for children and these are managed by educators who are actively involved and can immediately address any unsafe practices and if necessary end the sessions (e.g. zoom during Covid)
- Digital technology is managed in a way that supports children's images to be protected and limited. Policies and expectations around this support the types of images that can be taken and how these will be used, stored and disposed of.

Standard 9 – Implementation of the Child Safe Standards is continuously reviewed and improved

- We are committed to high quality practices and will review our approach to supporting the child safe standards as part of our regular policy review, as well as in line with any additional information that may be gained through other child protection training or discussions.
- Any stakeholder feedback provided on our approaches to child safety will be reviewed and acted upon to ensure that our approach is meeting the needs of children, families, educators and community.
- Through discussions and guided reflections with educators we will ensure that our approach is aligned with the standards and our service philosophy and make changes as required.
- Current research is conducted in the review of all policies and procedures supporting the Child Safe Standards to ensure that reviews keep us aligned with expectations and current best practice guidelines.

Standard 10 - Policies and procedures document how the organisation is child safe

- Policies and procedures are written in an easy to follow format and based on the SPCP service practices to ensure that they are specific to our needs and contextualised for us.
- As policies and procedures are reviewed they are shared with educators and families to ensure that they are continuing to meet the needs of stakeholders and based on current information obtained through research and training. Children are also considered in reviews through either direct discussions or through observed needs and behaviours.
- Policies and procedures are role modelled by the Nominated Supervisor at all times and educators are challenged to consider whether their practices are aligned with the policies and make adjustments where necessary.



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References:

Asserting a culture of child safety - offering children the protection and care they deserve, by Nicole Talarico.

Training by OJC reference

Taking Images Or Videos Of Children While Providing Early Childhood Education And Care National Model Code - Acecqa

Related Policies:

Child Protection Policy (SPCP)

Source

A Guide to the Child Safe Standards

<https://www.ocg.nsw.gov.au/ArticleDocuments/838/ChildSafeStandardsGuide.pdf.aspx?Embed=Y>

Compliance evidence

Education and Care Services National Regulations (2023) 14, 84, 103, 104, 115, 126, 145, 149, 155, 157, 168, 170, 171, 172, 173, 181, 195

National Quality Standards 1.2, 2.1, 2.2, 3.1, 4.1, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1, 7.2

Date of current review: 20 June 2025

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