



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

Child Safe Standards Policy with Child Safe Code of Conduct and Statement of Commitment to Child Safety

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.



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- 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.
- 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.
- 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.



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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: March 2026

Date of previous review: June 2025

Date of next review: March 2027



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Child Safe Code of Conduct - March 2026

Aim

This child safe code of conduct allows all staff, students, committee members and volunteers to understand the important of support child safety within the practices of SPCP.

EXPLANATION

Since the changes around Child Safety and the ACECQA guidelines to develop a child safe culture from 2025 one of the recommendations is to have a child safe code of conduct so that everyone knows the importance of support children's safety.

IMPLEMENTATION

The Child Safe Code of Conduct is a summary of the key considerations of practices across the service that support children's safety. It is an expectation that all new staff, committee members, students and volunteers will be shown this as part of their induction process and demonstrate understanding of the code of conduct

CHILD SAFE CODE OF CONDUCT

Governing guidelines:

It is an expectation that all members of SPCP, including staff, committee members, students and volunteers, will abide by the governing guidelines of the following documents:

- United Nations Rights of the Child (see appendix A)
- The ECA Code of Ethics (see appendix B)
- The National Quality Framework including the National Education and Care Services Laws and Regulations, the National Quality Standard, and the Early Years Learning Framework (available from ACECQA website)
- The Child Safe Standards (see Appendix C)
- All SPCP policies and procedures



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Prioritising children's safety:

- At all times decisions made within the service will support children's safety in response to our duty of care obligations. To support this the following priority will be considered in all decisions when exploring their impact on:
 1. Children's safety – focusing on children's physical safety
 2. Children's wellbeing – focusing on children's social and emotional wellbeing
 3. Adult's safety – focusing on the physical safety of all adults on the premises or associated with service operations
 4. Adult's wellbeing – focusing on the psychological/emotional wellbeing and mental health needs of all adults associated with the service operations
 5. All other factors – If the first 4 areas listed above are not negatively impacted then other considerations can be addressed
- To support these priorities considerations should be made for all children, and individualised approaches offered where necessary and appropriate.
- All staff must be willing to advocate on behalf of the children to support these priorities to be met.

Minimising risks:

- All service practices and systems that support risks to be addressed and responded to must be adhered to at all times. These include, but are not limited to:
 - Checklists
 - Risk assessments
 - Safety checks
 - Cleaning schedules
 - Maintenance systems
 - Audits
- Staff will be trained in risk minimisation approaches to ensure that their decisions support child safe practices and positive outcomes.
- Children will be made of aware of how to identify and manage risks through approaches such as communicating them to an adult, protective behaviours, making safe choices etc.
- Where a risk has been identified steps taken to address it will, where possible, include system development to ensure that the risk does not occur again.



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Creating child safe environments:

- All environments will be well maintained and safe for children to use at all times.
- Environments will allow for adequate supervision of children, as well as monitoring of adults, to ensure children are safe at all times.
- Any issues within the environment will be addressed before children can access them.
- Children will be taught how to support their own safety within the environments including caring for their equipment, looking out for danger, communicating their movements etc.
- Anyone brought into the environment will have adequate checks for their safety (e.g. WWCC, police checks, reference checks etc.) and will not be left alone with the children unless they have been employed and inducted appropriately.
- Digital environments will be closely monitored and no children will be left unsupervised on digital devices.
- No personal devices (phones, tablets, recording devices such as smart watches etc.) will be allowed in children's environments unless they meet the criteria outlined in service policies and procedures and have express written authorisation. Families will be monitored to ensure they are not taking photos/videos of children other than their own while in the service.

Creating child safe relationships:

- Educators will be supported to make secure attachments with children so that children feel confident and safe to disclose any concerns they may have.
- All relationships with children will be child-centred, allowing children to choose who they feel safe with and what level of relationship they are comfortable with.
- Educators will get to know families and build partnerships with them to support positive relationships with the children, and build an awareness of the child's needs and preferences.
- All stakeholders are expected to advocate for the children in the service when considering relationships and take cues from children as to what their needs are to make them feel safe at all times.



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Respecting children's rights:

- Children will be given a voice in decisions about their care and learning as we recognise that children who have a voice are more likely to be able to identify situations where they are not stripped of these rights.
- Children's consent will be sought throughout the curriculum, as outlined in key policies and procedures, to ensure that they have the not only the right to make decisions about their care, but are able to know what this feels like. Examples include touch, nappy changes, taking photos/videos, participation in routine tasks and experiences.
- Where a child is non-verbal their body language or vocalisations will be taken as consent (i.e. crying = no, relaxed = yes).
- Where a safety concern overrules a child's consent they will be given information to understand this and where possible be offered alternatives.
- Staff will work closely with families/committee members to advocate for the right's of the child in line with safety considerations and compliance guidelines.

Working together as a team to support children's safety:

- Staff will recognise their role in support children's safety by ensuring that they follow all service expectations at all times and encourage others to do so.
- Feedback will be given to enhance child safe practices within the team and wider SPCP community.
- Staff will reflect on and problem solve ways to address child safety needs within planning and service decisions.

Addressing concerns:

- In the event of an incident or complaint relating to the Child Safe Code of Conduct, the matter will be dealt with under the Grievance & Complaints Policy & Procedure.
- It is essential that procedural fairness and natural justice be shown to all parties concerned.
- If the matter relates to harm of a child the matter will be immediately reported to the Department of Community and Justice

Associated policies and procedures:

All policies and procedures



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Sources:

- Education and Care Services National Regulation (2011 SI653) . (1st Sept 25)
- National Quality Standards, 2018.
- Early Childhood Australia, Code of Ethics 2020
- Child safe Standards
- UN Convention on the Rights of the Child
- NQF Online safety Guide
- NQF Child Safe Culture Guide

Supports:

- NQS: 2.2, 3.2, 4.1, 4.2, 5.1, 6.1, 6.2, 7.1
- Regulations: 168(2)(h), 168(2)(i)(i), 168(2)(l)
- Child safe standards: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10



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Appendix A – UN Rights of the child



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A SIMPLIFIED VERSION OF THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD.



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Article 1 Everyone under 18 years of age has all the rights in this Convention.

Article 2 The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3 All organisations concerned with children should work towards what is best for each child.

Article 4 Governments should make these rights available to children.

Article 5 Governments should respect the rights and responsibilities of families to guide their children so that, as they grow up, they learn to use their rights properly.

Article 6 Children have the right to live a full life. Governments should ensure that children survive and develop healthily.

Article 7 Children have the right to a legally registered name and nationality. Children also have the right to know their parents and, as far as possible, to be cared for by them.

Article 8 Governments should respect a child's right to a name, a nationality and family ties.

Article 9 Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might harm the child.

Article 10 Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact, or get back together as a family.

Article 11 Governments should take steps to stop children being taken out of their own country illegally.

Article 12 Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account.

Article 13 Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14 Children have the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide children on these matters.

Article 15 Children have the right to meet with other children and young people and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 Children have the right to privacy. The law should protect them from attacks against their way of life, their good name, their family and their home.

Article 17 Children have the right to reliable information from the media. Mass media such as television, radio and newspapers should provide information that children can understand and should not promote materials that could harm children.

Article 18 Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19 Governments should ensure that children are properly cared for and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20 Children who cannot be looked after by their own family must be looked after properly by people who respect their religion, culture and language.

Article 21 When children are adopted the first concern must be what is best for them. The same rules should apply whether children are adopted in the country of their birth or if they are taken to live in another country.

Article 22 Children who come into a country as refugees should have the same rights as children who are born in that country.

Article 23 Children who have any kind of disability should receive special care and support so that they can live a full and independent life.

Article 24 Children have the right to good quality health care, clean water, nutritious food and a clean environment so that they will stay healthy. Richer countries should help poorer countries achieve this.

Article 25 Children who are looked after by their local authority rather than their parents should have their situation reviewed regularly.

Article 26 The Government should provide extra money for the children of families in need.

Article 27 Children have the right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28 Children have the right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthier countries should help poorer countries achieve this.

Article 29 Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, their cultures and other cultures.

Article 30 Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others.

Article 31 Children have the right to relax, play and to join in a wide range of leisure activities.

Article 32 Governments should protect children from work that is dangerous or that might harm their health or education.

Article 33 Governments should provide ways of protecting children from dangerous drugs.

Article 34 Governments should protect children from sexual abuse.

Article 35 Governments should make sure that children are not abducted or sold.

Article 36 Children should be protected from any activities that could harm their development.

Article 37 Children who break the law should not be treated cruelly. They should not be put in a prison with adults and should be able to keep in contact with their family.

Article 38 Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39 Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40 Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

Article 41 If the laws of a particular country protects children better than the articles of the Convention, then those laws should override the Convention.

Article 42 Governments should make the Convention known to all parents and children.

The Convention on the Rights of the Child has 54 articles in all. Articles 43-54 are about how adults and governments should work together to make sure that all children get all their rights.

Go to www.unicef.org/crc to read all the articles.



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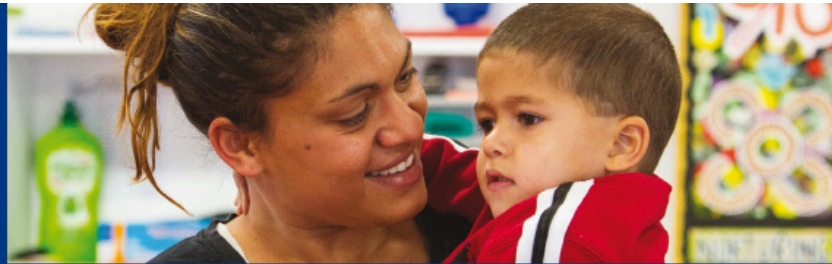
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Appendix B – ECA Code of Ethics



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VISION

Professionals who adhere to this Code of Ethics act in the best interests of all children and work collectively to ensure that every child is thriving and learning.

PREAMBLE

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children.

This Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1991) and the Declaration on the Rights of Indigenous Peoples (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The Code of Ethics recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

CORE PRINCIPLES

The core principles in this Code of Ethics are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging.
- Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care.



DEFINITIONS OF TERMS IN ECA'S CODE OF ETHICS

A CODE OF ETHICS—defines the core aspirational values of the profession and provides guidance for professional decision making especially when there are conflicting obligations or responsibilities.

CORE PRINCIPLES—fundamental and prized values of the profession.

FAMILIES—the people who have significant care responsibilities for and/or kinship relationships with a child.

CHILDHOOD PROFESSIONAL—a person who works with or on behalf of children and families in education and care settings.

COMMUNITIES—a group of people living in the same place or having a particular characteristic in common.

COLLEAGUES—includes employers and those with whom you work directly or more broadly.

STUDENT—a person undertaking study at a secondary or tertiary institution.

ACKNOWLEDGEMENT

The first Code of Ethics for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the Code of Ethics began in 2003 with the second version launched in 2007. The second review of the Code of Ethics began in 2014 with the third (current) version approved by the ECA National Board in February 2016.

ECA is grateful to everyone who has contributed to the development and ongoing review of the Code of Ethics including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.



Code of Ethics



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PO Box 86, Deakin West, ACT 2600
1800 356 900 (freecall)

T: (02) 6242 1800

F: (02) 6242 1818

E: eca@earlychildhood.org.au

www.earlychildhoodaustralia.org.au



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COMMITMENTS TO ACTION

IN RELATION TO CHILDREN, I WILL:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.



IN RELATION TO COLLEAGUES, I WILL:

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.



IN RELATION TO THE PROFESSION, I WILL:

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care.



IN RELATION TO FAMILIES, I WILL:

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality.



IN RELATION TO COMMUNITY AND SOCIETY, I WILL:

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.

www.earlychildhoodaustralia.org.au/coe





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Appendix C – Child Safe Standards – Office of the Children’s Guardian



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Child Safe Standards



STANDARD 1

Child safety is embedded in organisational leadership, governance and culture



STANDARD 3

Families and communities are informed and involved



STANDARD 4

Equity is upheld and diverse needs are taken into account

STANDARD 2

Children participate in decisions affecting them and are taken seriously



STANDARD 5

People working with children are suitable and supported



STANDARD 6

Processes to respond to complaints of child abuse are child focused



STANDARD 7

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



STANDARD 8

Physical and online environments minimise the opportunity for abuse to occur



STANDARD 9

Implementation of the Child Safe Standards is continuously reviewed and improved



STANDARD 10

Policies and procedures document how the organisation is child safe



SUTHERLAND PRESBYTERIAN CHURCH PRESCHOOL

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

A Statement of Commitment to Child Safety by Sutherland Presbyterian Church Preschool - Feb 2026

Sutherland Presbyterian Church Preschool is committed to the protection and care of the children in our care. We know that children will learn best when they feel safe, respected and heard. Our aim is to create a learning environment where there is a clear commitment to the safety, respect and agency of all children at all times.

We believe that children are entitled to:

- ★ Be and feel safe at all times.
- ★ To feel heard and listened to about matters that are important to them and that affect their well being.

The preschool educators, staff and management of Sutherland Presbyterian Church Preschool will:

- Develop our awareness and understanding of the ten Child Safe Standards and how they can be integrated into our preschool community.
- Ensure we remain up to date with current standards relating to child safety and child protection
- Be engaged in continual reflection and improvement of our practices and will update our policies and practices as necessary.
- Promote the Child Safe standards to our preschool community including the church and families.

This will occur through:

- Creating a standing item on the Preschool Management Committee meetings and Preschool Educator (Staff) meetings where the Child Safe Standards will be discussed and planned for.
- The Director will provide accountability and updates through reports to the Preschool Management Committee, the Annual Church Meeting and The Approved Provider Quarterly Report.
- At item on the preschool Quality Improvement Plan.
- Staff processes such as a rigorous child safe focussed recruitment & WWCC process and induction for new staff.
- Information for families through the preschool website, email, and in the Welcome pack for new families.





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