**THIS IS AN EXAMPLE. COMPLETE YOUR QIP TEMPLATE LIKE THIS USING YOUR OWN STRENGTHS AND IMPROVEMENTS.**

**This example uses Exceeding Indicators. You can use same technique using Meeting Indicators for a Meeting rating if you wish.**

Week 28 2 to 6 September 2024 - QIP Suggestions - complete and copy this into your QIP

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| **Element 2.2.3** | **Child Protection** Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |
| **Strengths** | **MEETING - Keeping Understanding of Child Protection Responsibilities Current:**  To stay current and accurate in understanding child protection responsibilities, I:   * Attend regular training sessions and workshops. * Follow reputable sources and professional organisations. * Engage in peer discussions and reflective practice. * Review institution's child protection policies.   **Referring Families to Local Support Services:**  When families face "lower level" issues not reportable but needing support, I:   * Have open conversations with parents about their concerns. * Provide information about local parenting support groups and services. * Connect them with relevant resources with their consent.   **Ensuring Renewal of Working with Children Clearance:**  **T**o ensure my working with children clearance is renewed promptly, our process includes:   * Centralised record with expiry dates and automated reminders. * Administrative support for documentation and forms. * Submission and processing by the administrative team. * Confirmation of renewal and record update.   **EXCEEDING**  **Embedded practice -** Educators always take action where they have concerns from a child protection perspective. We have on numerous times reported potential situations of neglect or abuse (physical, emotional/psychological, sexual, domestic violence). Please discuss on A&R visit.  **Critical Reflection -**We consider and discuss the social justice & equity implications of practice decisions to support and promote each child’s safety, including from a child protection perspective. We support vulnerable families, for example, providing clothing, food, and special meals our chef cooks. We assist families to contact local support services. We monitor and work with families who have mental health issues. Please discuss on A&R visit. Be mindful of confidentiality.  **Families and community –**Our educators understand respectful responses to differing cultural or community perspectives about child safety and protection, while ensuring their actions reflect a best-practice approach. We inform families about negative outcomes from corporal punishment and discuss positive behaviour management strategies. We discuss cultural food practices, for example, adding sweeteners to water, and putting children to bed with bottles. We recommended practices for fussy eaters.  **Above can be used for NSW’s SAT in the 5 separate boxes for each individual element.** |

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| **Element 2.2.3** | **Child Protection** Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect. |

Improvement plan (identified through assessment against NQS indicators)

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| **Standard/ element** | **Issue identified during self-assessment** | **What outcome or goal do we seek?** | **Priority (L/M/H)** | **How will we get this outcome? (Steps)** | **Success measure** | **By when?** | **Progress notes** |
| 2.2.3 | Some staff members might not fully understand their roles in identifying and responding to child abuse or neglect. | Ensure that all staff members understand and fulfill their responsibilities in identifying and responding to child abuse or neglect. |  | Conduct a training session on child protection responsibilities for all staff members.  Distribute written materials outlining roles and procedures.  Hold regular meetings to discuss case studies and share insights.  Establish a reporting mechanism for staff to share concerns. | *All educators and staff can confidently implement and accurately explain their current child protection responsibilities because we ensure:*   * regular policy/procedure reviews (for example, at staff/team meetings) * annual refresher training * reports to child protection. |  |  |
| 2.2.3  **Exceeding  Embedded** | Some educators might not consistently take action when they have concerns about child protection. | Ensure that all educators respond promptly and appropriately to concerns related to child protection. |  | Provide training to all educators about recognizing signs of abuse or neglect.  Create clear guidelines on the steps to take when a concern arises.  Establish a reporting system for educators to share their concerns with management.  Conduct regular meetings to discuss case studies and share best practices. | *Educators always take action where they have concerns from a child protection perspective. For example:*  where there are potential situations of neglect or abuse (physical, emotional/psychological, sexual, domestic violence) |  |  |
| 2.2.3  **Exceeding  Critical reflection** | There might be instances where educators overlook considering social justice and equity when making decisions related to child safety. | Ensure that all educators understand and prioritize social justice and equity in their decisions to safeguard children. |  | Provide training to educators on social justice, equity, and its importance in child protection.  Include discussions on social justice and equity in regular team meetings.  Develop guidelines that emphasize incorporating social justice and equity in practice decisions.  Encourage educators to share examples of how they've considered these principles. | *All educators consider and discuss the social justice and equity implications of their practice decisions to support and promote each child’s safety, including from a child protection perspective. For example:*   * we support vulnerable families (items of lost clothing, food leftovers) * our educators inform vulnerable families about local support services and help families contact them * our educators reflect on the accessibility of activities and experiences for children from low socio-economic backgrounds * our educators monitor and work with families (drug/alcohol/gambling addictions). |  |  |
| 2.2.3  **Exceeding  Families and community** | Some educators may struggle to respond appropriately to cultural differences when addressing child safety and protection. | Ensure that all educators respond respectfully to diverse cultural perspectives while maintaining best-practice child safety approaches. |  | Provide diversity and cultural competence training for all educators.  Foster an environment where open discussions about cultural differences are encouraged.  Develop guidelines on addressing cultural perspectives while ensuring child safety.  Share case studies that highlight successful responses to diverse cultural viewpoints. | *All educators understand how to respond respectfully to differing cultural or community perspectives about child safety and protection, while always ensuring their actions reflect a best–practice approach. For example, we:*   * guide families about negative outcomes from corporal punishment and discuss positive-behaviour management strategies * discuss families’ preferences for female staff only to change nappies * discuss cultural food practices (adding sweeteners to bottles, putting children to bed with bottles) * discuss the effects of passive smoking, and ensuring hazardous substances (including alcohol) are inaccessible and not given to children * discuss current guidance on toilet-training practices (timing, how to) * discuss fussy eaters and recommended practice (offering/not forcing) * discuss children’s agency in displays of affection (not forcing/expecting children to hug/kiss relatives). |  |  |

**Summary of Exceeding Themes Standard 2.2 Safety**

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| **Exceeding themes** |  |
| 1. Practice is embedded in service operations | In the strength example for element 2.2.3 we have identified the following exceeding theme indicators:   * *Educators always take action where they have concerns from a child protection perspective.* |
| 2. Practice is informed by critical reflection | In the strength example for element 2.2.3 we have identified the following exceeding theme indicators:   * *All educators consider and discuss the social justice and equity implications of their practice decisions to support and promote each child’s safety, including from a child protection perspective.* |
| 3. Practice is shaped by meaningful engagement with families, and/or community | In the strength example for element 2.2.3 we have identified the following exceeding theme indicators:   * *All educators consider and discuss the social justice and equity implications of their practice decisions to support and promote each child’s safety, including from a child protection perspective* |