# 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.

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| To **MEET** QIP and Self-Assessment Tool (SAT) | To **EXCEED** the QIP and Self-Assessment Tool (SAT) |
| Please discuss how you make sure your understanding of your child protection responsibilities is current and accurate.  | Please give an example where you or other educators have raised concerns from a child protection perspective, discussed your responsibilities, and taken appropriate action.  |
| To keep our understanding of child protection responsibilities current and accurate, we conduct regular policy and procedure reviews during staff meetings to ensure everyone is up-to-date. We also provide annual refresher training on child protection laws and guidelines, so all educators are aware of any changes. If there are any concerns or questions, we discuss these with child protection officers. Regular reporting to child protection authorities also reinforces our responsibilities. | Educators act immediately when they have child protection concerns. For instance, if a child shows signs of neglect or abuse, such as frequent bruising or withdrawal, educators document these observations and report them to the Nominated Supervisor. The team follows the child protection policy, which may involve notifying child protection services or other authorities. Regular discussions with staff ensure everyone understands their responsibilities and maintains a vigilant, proactive approach. |
| Please discuss what you’d do if you’re not sure what you see or hear is abuse, but believe it should be reported.  | Please reflect on the following indicator from a child protection perspective. “All educators consider and discuss social justice and equity implications of their practice decisions to support and promote each child’s safety and ensure that practice takes into account the needs and rights of every child at the service.” |
| If unsure whether what we observe or hear is abuse but believe it should be reported, we first consult the online mandatory reporting guide specific to our state (ACT, NSW, QLD). We also review our child protection policies and procedures and seek advice from the Nominated Supervisor, Room Leader, or Educational Leader. If uncertainty remains, we contact child protection services directly to seek clarification and ensure that all actions are in line with our legal responsibilities. | Educators consider social justice and equity by ensuring all children have equal access to safety and support. For example, they may assist vulnerable families by providing essential items like clothing or food. Educators also guide these families towards local support services and reflect on the inclusivity of activities for children from low socio-economic backgrounds. They remain attentive to any signs of challenges, such as substance abuse, and work closely with families to support children’s needs and rights. |
| Please give an example where you’ve communicated service practices supporting child protection to families.  | Please give an example of the way you or other educators have or would respond respectfully to differing cultural or community perspectives (give example of difference where possible) about child safety and protection, while always ensuring your actions reflect a best practice approach.  |
| We actively communicate our child protection practices to families by sharing our Child Protection Policy and procedures through emails and making them available at the centre. We display informative posters, such as those from NAPCAN, and highlight key events like Child Protection Week, discussing its importance. During enrolment or parent meetings, we explain that children are never left alone with visitors or volunteers, including parent volunteers, to ensure child safety. | Educators respond respectfully to differing cultural or community perspectives by balancing cultural sensitivity with best practices. For example, they discuss the negative effects of corporal punishment and suggest positive behaviour strategies. They respect preferences for female staff during nappy changes and discuss cultural practices like adding sweeteners to bottles. Educators also address issues like passive smoking and ensure harmful substances are kept away from children, always aiming to respect family views while prioritising child safety. |
| Please give an example where you’ve referred families to local support services (with their consent) or provided them with information to assist with parenting or family wellbeing issues when there are “lower level” issues that are not reportable. | Please give an example where your team or another team have adjusted supervision practices (or might adjust them) after considering potential risks to children from a child protection perspective.  |
| When families face “lower level” issues that are not reportable, we offer support by referring them to local services with their consent. For instance, if a family is experiencing stress or needs parenting advice, we might suggest local parenting courses or connect them with community health services. We also provide pamphlets or contact information for support services, ensuring families feel supported and know where to find additional hel | Educators regularly review and adjust supervision practices to enhance child safety. For instance, they may use mirrors to monitor blind spots or install CCTV in hard-to-see areas. In bathrooms, at least two educators are positioned to observe children during nappy changes. Supervision plans focus on high-risk areas, and practices are adapted when incidents involving children, such as physical aggression or inappropriate touching, occur. This ensures a safer environment and reduces potential risks to children. |
| Please discuss the process you/your service has in place to ensure your working with children clearance is always renewed before it expires.  | Please discuss the resources and information you use to ensure your response to a disclosed or suspected case of child abuse or neglect is consistent with current requirements.  |
| To ensure all staff have current working with children clearances, we maintain a detailed register that tracks each staff member’s clearance status and expiry dates. Our Nominated Supervisor uses a diary system to remind staff a few months before their clearance is due for renewal. We also stay informed about state-specific processes, where some government departments may send reminders about pending expiries, ensuring compliance and continuous protection for children. | To ensure responses to suspected child abuse or neglect are current and compliant, educators refer to several resources, including the service’s child protection policies and procedures. They also utilise state or territory government resources, such as mandatory reporting guides and online information sheets. Regular refresher training and recent updates from government departments help maintain a consistent and informed approach. This ensures all actions are aligned with the latest legal and regulatory requirements. |