

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY

Policy Sponsor	GOVERNANCE AND PERFORMANCE
Document type	POLICY
Applicable to	CATHOLIC EARLY EDCARE
Approved by	DIRECTOR, CATHOLIC EARLY EDCARE

POLICY STATEMENT

We are committed to fostering a culture of child safety and wellbeing within our services, ensuring children are provided with safe environments at all times, which extends to online environments, and ensuring the right of children, young people, and adults at risks to be safe and protected from all forms of abuse, violence or exploitation. The safety and wellbeing of children at our services is paramount and will be fostered through our child safe culture, responsive relationships, engaging experiences and safe and healthy environment.

We commit to a child safeguarding culture that:

- Takes a preventative and participatory approach to safeguarding children and supporting their wellbeing opportunities,
- Plans for, and implements supports for children and families which is responsive to individual needs,
- Supports children, families and communities from culturally and linguistically diverse backgrounds to understand relevant child protection and welfare laws, and community expectations around parenting,
- Respects cultural difference in family life and parenting approaches and encourages educators to be aware of the potential for their own cultural biases to impact decision making.

BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place for providing a child safe environment to minimise risk of harm and hazard to children attending education and care services.

LEGISLATIVE REQUIREMENTS

Education and Care Services National Regulations	
Section 161	Offence to operate education and care service without nominated supervisor
Section 161A	Offence for nominated supervisor not to meet prescribed minimum requirements
Section 162	Offence to operate education and care service unless responsible person is present
Section 162A	Persons in day-to-day charge and nominated supervisors to have child protection training
Section 165	Offence to inadequately supervise children
Section 166	Offence to use inappropriate discipline
Section 167	Offence relating to protection of children from harm and hazards
Section 169	Offence relating to staffing arrangements

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 1 of 13

Section 174(2)(c)	Offence to fail to notify certain information to Regulatory Authority
Section 188	Offence to engage person to whom prohibition notice applies
Reg 82	Tobacco, drug and alcohol-free environment
Reg 83	Staff members not to be affected by alcohol or drugs
Reg 84	Awareness of child protection law
Reg 85	Incident, injury, trauma and illness policies and procedures
Reg 103	Premises, furniture and equipment to be safe, clean and in good repair
Reg 115	Premises designed to facilitate supervision
Reg 117B	Minimum requirements for a person in day-to-day charge
Reg 122	Educators must be working directly with children to be included in ratios
Reg 123	Educator to child ratios – centre-based services
Reg 145	Staff record
Reg 150	Responsible person
Reg 155	Interactions with children
Reg 157	Access for parents
Reg 158	Children's attendance record to be kept by approved provider
Reg 160	Child enrolment records to be kept by approved provider
Reg 161	Authorisations to be kept in enrolment record
Reg 165	Record of visitors
Reg 166	Children not to be alone with visitors
Reg 167	Record of service's compliance
Reg 168	Education and care service must have policies and procedures
Reg 171	Policies and procedures to be kept available
Reg 172	Notification of change to policies or procedures
Reg 175(2)(d)	Prescribed information to be notified to Regulatory Authority. Any incident where the approved provider reasonably believes that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service. Within 7 days
Reg 175(2)(e)	Prescribed information to be notified to Regulatory Authority. Allegations that physical or sexual abuse of a child or children has occurred or is occurring while the child is being educated and cared for by the service. Within 7 days
Reg 183	Storage of records and other documents

National Quality Standard		
Quality Area 2	Children's Health and Safety	
Standard 2.1	Health	Each child's health and physical activity is supported and promoted
Standard 2.2	Safety	Each child is protected
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.

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 2 of 13

Quality Area 3	Physical environment	
Standard 3.1	Design	The design of the facilities is appropriate for the operation of a service
Standard 3.2	Use	The service environment is inclusive, promotes competence and supports exploration and play-based learning.
Quality Area 4	Staffing arrangements	
Standard 4.1	Staffing arrangements	Staffing arrangements enhance children's learning and development.
Quality Area 5	Relationships with Children	
Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
Standard 5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
Quality Area 6	Collaborative partnerships with families and communities	
Standard 6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Quality Area 7	Governance and Leadership	
Standard 7.1	Governance	Governance supports the operation of a quality service.
Standard 7.2	Leadership	Effective leadership builds and promotes a positive organisational culture and professional learning community.

Child Protection Act 1999
Child Protection Regulation 2011
Child Protection (Offender Reporting and Prohibition Order) Act 2004
Child Protection (Offender Reporting and Prohibition Order) Regulation 2015
Commission For Children and Young People and Child Guardian Act 2000
Child Protection Amendments – Ombudsmen Act 1974
Child Employment Act 2006 (Qld)
Child Employment Regulation 2016
Criminal Code (Child Sexual Offences Reform) and Other Legislation Amendment Act 2020
Disability Services Act 2006 (Qld)
National Principles for Child Safe Organisations
Police Services Act
Public Guardian Act 2014 (Qld)
Guardianship and Administration Act 2000 (Qld)
The Commonwealth Australian Human Rights Commission Act 1986 (Cth) (AHRC Act)
Working with Children (Risk Management and Screening) Regulation 2011 (Qld)
Youth Justice Act
Youth Justice Regulation
Queensland Family and Child Commission Act 2014

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 3 of 13

PRINCIPLES

The following are guiding principles and minimum requirements that inform Catholic Early EdCare’s approach to safeguarding children and adults at risk. We are informed by the National Catholic Safeguarding Standards (Edition 2) and the National Principles for Child Safe Organisations.

Standard 1: The safeguarding of children and adults is embedded in the entity’s leadership, governance and culture.

- We have zero tolerance for all forms of abuse; the safety and wellbeing of children, young people and adults at risk is paramount.
- We ensure the National Catholic Safeguarding Standards, and the National Principles for Child Safe Organisations inform the practices implemented and are evident within services. We embrace the learnings from Catholic Social Teachings to support families in kind and respectful ways when resolving understandings and compliance with our policies and procedures.
- We prioritise good governance and quality management by supporting Service Leaders and educators with policies, procedures, and guidelines which clearly outline their roles and responsibilities, focusing on quality outcomes for children, and to identify and respond to children risk of abuse or neglect.

Standard 2: Children and adults are informed about their rights, participate in decisions affecting them and are taken seriously.

- We believe that every person has the right to be protected from harm, to be listened to, to be respected, and to have a say in matters that affect them. We recognise that some children and some adults experience greater vulnerability than others. We believe by understanding these needs, respecting and upholding the dignity of all people, we are providing safer environments in which everyone can thrive.
- We recognise that empowering children and adults at risk to have a say in decisions that affect them is an integral part of every safe organisation. We actively seek the views of children and young people and encourage their participation in decision-making, including on safety and wellbeing issues.
- We value children’s participation and provide resources for services to educate and engage with children and young people about their rights, safe environments, protective strategies for staying safe and seeking help when needed.

Standard 3: Families, carers and communities are informed and involved in promoting the safeguarding of children and adults.

- We recognise the importance of connecting with families, carers and communities, so that everyone can understand how and why decisions are made, where to go for information and help, and how to raise concerns. Recognising people’s diverse needs and circumstances is essential to building a safeguarding culture where ministries and services are provided in culturally safe and inclusive ways, facilitating self-determination.
- We seek the input of families and communities on our approach to child safety and wellbeing, including when reviewing policies and procedures. Parents and carers are provided with regular communication about changes to policies and procedures in regard to our approach to child safety and wellbeing.

Standard 4: Equity is upheld, and diverse needs respected in policy and practice.

- We acknowledge the reporting of safeguarding matters are highly sensitive, and should be dealt with in a considered, consistent, professional and confidential manner.
- We create environments where children and young people’s diverse circumstances and needs are recognised, and all children feel safe, welcome and included. Ongoing opportunities are created

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 4 of 13

for educators to engage in training in relation to the diverse needs of children and young people that attend our services.

Standard 5: People working with children and adults are suitable and supported to reflect safeguarding values in practice.

- We ensure that we have the right people in the right roles, with the right knowledge through best practice human resource management covering the recruitment process, professional development and ongoing support and supervision of educators.
- We embed child safety and wellbeing throughout the recruitment process, including advertising, selection criteria, pre-employment screening, referee checks and duty statements. We continue this by maintaining systems for ensuring that all educators have current working with children checks and child protection training.
- We ensure all staff who work with children are aware of their responsibilities as mandatory reporters under the Child Protection Act 1999 (QLD) (Child Protection (Mandatory Reporting – Mason’s Law) Amendment Bill 2016)
- We support educators through the provision of a Safeguarding Specialist to provide targeted support, advice, training and information on all matters pertaining to Safeguarding and creating child safe environments.

Standard 6: Processes for raising concerns and complaints are responsive, understood, accessible and used by children, adults, families, carers, communities, and personnel.

- We ensure our complaints management processes are focused on the needs of children, young people and adult at risks. This includes implementing an effective complaints management system, maintaining best practice records management, ensuring concerns are responded to promptly and sensitively, supporting victims and respondents, and managing and communicating risks across the Archdiocese.
- We ensure parents, carers and children accessing our services are provided with information and communication about the complaints process in both regular communication as well as via the Catholic Early EdCare website.
- We expect that all educators who participate in our service will commit to implementing risk management strategies for safeguarding children and adult at risks.

Standard 7: Personnel are equipped with knowledge, skills and awareness to keep children and adults safe through information, ongoing education and training.

- We recognise providing appropriate and regular training to educators, so they are aware of their safeguarding responsibilities and know how to put policies and procedures into practice, helps protect children and adults at risk from abuse.
- We support our educators, staff and volunteers to confidently maintain current knowledge around the existence and application of the current child protection law, child safe standards and any obligations that they may have under that law and how to fulfill their responsibilities by providing appropriate guidelines and training materials. The Safeguarding Specialist provides ongoing support to educators around knowledge, upskilling and raising awareness to keep children and adults safe through information, ongoing education and training. This includes the mandatory onboarding training as well as the extended training that is provided to educators throughout their time at Catholic Early EdCare.
- We are committed to annual staff training in recognising alerts and indicators of safeguarding matters, including harm or abuse and informed of the importance of following the appropriate regulated and legislated notification procedures when reporting safeguarding matters.
- We are committed to maintaining our understanding of relevant research and legislative material to inform practice. The Safeguarding Specialist maintains a strong network of government, community and not for profit agencies to keep up to date with relevant changes to legislation and matters pertaining to child and adult safety and wellbeing.

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 5 of 13

Standard 8: Physical and online environments promote safety and contain appropriate safeguards to minimise the opportunity for children and adults to be harmed.

- We acknowledge that the best protection for children is prevention and are committed to ensuring a safe environment for all children. Creating and maintaining safe physical and online environments for children and adults at risk occurs when personnel are proactive in recognising and mitigating safeguarding risks.
- We are mindful when contracting third parties, implementing software, or digital technologies that thorough processes are in place to ensure child safety and wellbeing. We conduct regular reviews of risk assessment and management processes in relation to online environments. With consideration for these mandatory risks, child safeguarding, educators use online environments in line with the Code of Conduct, an online safety policy and/or relevant communication protocols.
- We are committed to ensuring that children attending our services are provided with safe environments, both physically and online, through the creation of a child safe culture. Educators undertake daily, monthly, and annual checklists, as well as participating in regular compliance audits, to ensure the premises, furniture and equipment is safe, clean and in good repair.
- We recognise that children of different ages and abilities will require different levels of supervision, privacy and autonomy; for older children, it is important to balance the need for close supervision with respect for their age and developing independence. Educators are supported to collaboratively identify, assess and manage the risks involved.
- We value the learnings and experiences gained from programs that involve simultaneous use of indoor and outdoor environments. Educators are supported in taking reasonable precautions to ensure adequate supervision of all children in both environments, and children will be actively involved in the decision-making to provide an environment that encourages them to reach their potential.

Standard 9: Entities regularly review and improve implementation of their systems for keeping children and adults safe.

- We are committed to regularly review our child safety and wellbeing policies and procedures in consultation with children, young people, families, communities, educators and volunteers. The outcomes of these reviews are considered and implemented where appropriate to improve child safe practices.
- We regularly review all policies and procedures, including the complaints management policy and procedure, seeking feedback from families, educators, and children where appropriate. Feedback provided is considered and implemented where appropriate, and all stakeholders are informed when new policies and procedures are released.

Standard 10: Policies and procedures document how the entity is safe for children and adults.

- We ensure we meet all legislative requirements and obligations under the Education and Care Services National Law and National Regulations and have an independent internal quality audit team that regularly visits services to assess compliance with current policies, procedures, and legislation.
- Our policies and procedures are documented in a language and format that is easily understood and accessible to educators, volunteers, families and children and young people by taking into consideration the diversity of families and children in which we care for.
- We are mindful of the diverse backgrounds of our families, educators and volunteers and provide culturally safe work practices by providing a zero tolerance to discrimination as well as providing regular training to educators and volunteers.
- We are committed to ensuring procedures to effectively manage incidents and emergencies are in place and regularly rehearsed to ensure children are protected from harm and hazard. This includes having processes in place to ensure the premises are secure on exit.

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 6 of 13

KEY TERMS

Term	Meaning	Source
Abuse	<p>The improper treatment of a person that results in the actual and/or likelihood of causing physical or emotional harm. Abuse can come in many forms, such as: physical or verbal maltreatment, neglect, injury, assault, violation, rape, unjust practices, crimes, exploitation, or other types of aggression.</p> <p>There are several categories of abuse of adults, such as:</p> <ul style="list-style-type: none"> ▪ Sexual abuse ▪ Physical abuse ▪ Emotional/psychological abuse ▪ Neglect ▪ Financial abuse ▪ Exploitation <p>Within the context of the Catholic Church and faith-based entities, it is also important to recognise spiritual abuse as an additional subtype of abuse.</p>	National Catholic Safeguarding Standards
ACECQA	Australian Children’s Education and Care Quality Authority. The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	Guide to the NQF
Adult at risk	<p>Any person aged 18 years and over who is at increased risk of experiencing abuse, such as people:</p> <ul style="list-style-type: none"> ▪ who are elderly, ▪ with a disability, ▪ who suffer from mental illness, ▪ who have diminished capacity, ▪ who have cognitive impairment, ▪ who have suffered previous abuse, ▪ who are experiencing transient risks, ▪ who in receiving a ministry or service are subject to a power imbalance, ▪ who identify as Aboriginal and/or Torres Strait Islander, ▪ who are from a culturally and linguistically diverse background, ▪ who are of diverse sexuality, ▪ who have any other impairment or adversity that makes it difficult for them to protect themselves from abuse. 	National Catholic Safeguarding Standards
Allegation	Means a complaint, still to be verified, claiming, or asserting that someone has committed an act of abuse against a child or adult. The term is used interchangeably and in combination with “complaint.”	
Approved Provider	Approved Provider is a person who holds a provider approval. A provider approval authorises a person to apply for one or more service approvals and is valid in all jurisdictions.	Childcare provider handbook
Authorised person	<p>Means:</p> <ol style="list-style-type: none"> a) a person who holds a current working with children check (WWCC), or equivalent; or b) a family member of a child who is being educated and cared for by the service; or c) an authorised nominee of a family member of a child who is being educated and cared for by the service; or d) in the case of an emergency, medical personnel or emergency service personnel; or 	National Law (Section 170)

	e) a person who is permitted under the jurisdictional working with children law to remain at the service without holding a working with children check (WWCC), or equivalent.	
Child	A child is an individual under 18 years.	Child Protection Act 1999 (Section 8)
Child abuse	<p>Child abuse refers to any behaviour or treatment by parents, caregivers, other adults or older adolescents that results in the actual and/or likelihood of causing physical or emotional harm to a child. Such behaviours may be intentional or unintentional and can include acts of omission (i.e., neglect) and commission.</p> <p>Child abuse and neglect is commonly divided into five subtypes:</p> <ul style="list-style-type: none"> ▪ physical abuse ▪ emotional/psychological abuse ▪ neglect ▪ sexual abuse ▪ exposure to family violence 	Australian Institute of Family Studies
Cultural safety	An environment that is safe for people of all ethnicities and cultural identities: where there is no assault, challenge, or denial of their identity, of who they are and what they need. It is about shared respect, shared meaning, shared knowledge, and experience, of learning, living and working together with dignity and truly listening.	National Catholic Safeguarding Standards
Cyberstalking	Repeatedly using electronic communications to harass or frighten someone. For example, by sending threatening message.	Girlguiding
Dignity and rights of the child	Element 5.1.2 of the National Quality Standard ('Dignity and rights of the child') aims to achieve the United Nations Convention on the Rights of the Child, a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each child, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability. Article 19 of the Convention states that children have the right to be protected from being hurt and mistreated, physically or mentally.	Guide to the NQF
Disability (persons with)	Means those who have physical, mental, intellectual, or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others. (Article 2, United Nations Convention on the Rights of Persons with Disabilities.)	National Catholic Safeguarding Standards
Discipline	The term 'discipline' is often associated with punishment and may suggest inappropriate, unacceptable and damaging methods of attempting to control children's behaviour. However, it can be understood as action taken by adults towards children to stop or change behaviour that is inappropriate or not desired.	ACECQA – Inappropriate Discipline
Discrimination and abuse on the grounds of protected characteristics	It can be an offence to stir up hatred- 'inciting hatred' on the grounds of any of the protected characteristics	Girlguiding
Disinformation	Deliberate intent to spread wrong information	
Diversity	Means a range of people who have various racial, ethnic, socioeconomic, and cultural backgrounds and various lifestyles, experience, and interests.	National Catholic

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 8 of 13

Diverse sexuality	Refers to all the diversities of sex characteristics, sexual orientations, and gender identities, without the need to specify each of the identities, behaviours, or characteristics that form this plurality.	Safeguarding Standards
Educator	An individual who provides education and care for children as part of an education and care service.	Guide to the NQF
Entity	Archdiocese, religious institute, ministerial PJP (including their agencies) or association recognised as Catholic in accord with canon law.	National Catholic Safeguarding Standards
Grooming (child)	Refers to a pattern of behaviour aimed at engaging a child as a precursor to sexual abuse. It includes establishing a 'special' friendship/relationship with the child. Grooming can include the conditioning of parents and other adults to think that the relationship with the child is 'normal' and positive.	
Guardian	Refers to the person(s) who has the legal authority to care for the personal and property interests of another person.	
Hacking	Accessing or using computer systems or networks without authorisation, often by exploiting weakness in security	Girlguiding
Harm	<ol style="list-style-type: none"> 1) Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing. 2) It is immaterial how the harm is caused. 3) Harm can be caused by: <ol style="list-style-type: none"> a) physical, psychological or emotional abuse or neglect; or b) sexual abuse or exploitation. 4) Harm can be caused by: <ol style="list-style-type: none"> a) a single act, omission or circumstance; or b) a series or combination of acts, omissions or circumstances. 	Child Protection Act 1999 (Section 9)
Harmful online challenges	Online challenges sometimes show people doing dangerous things. People share these posts on social media, encouraging others to do the same	Girlguiding
Hoaxes	A lie designed to seem truthful	
Impersonation	where someone pretends to be someone else online. This is often taking photos from social media to build a fake profile. This is sometimes known as 'catfishing'	
Inappropriate discipline	<p>The following are some examples of inappropriate discipline which may constitute a serious breach of the National Law and/or National Regulations and could potentially be considered criminal matters:</p> <ul style="list-style-type: none"> ▪ hitting, pushing, slapping, pinching or biting a child ▪ force-feeding a child ▪ yelling at or belittling a child ▪ humiliating a child ▪ physically dragging a child ▪ locking children away (or isolating them) ▪ depriving a child of food or drink ▪ unreasonable restraining of a child (this may include restraint in a high chair) ▪ excluding children from events ▪ consistently moving children to the office or other space away from the play areas ▪ moving children to another room as punishment ▪ verbally or physically threatening a child. <p>Other examples of inappropriate practice are:</p> <ul style="list-style-type: none"> ▪ negative labelling of child or family ▪ criticising a child's actions or behaviours 	ACECQA – Inappropriate Discipline

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY

Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 9 of 13

	<ul style="list-style-type: none"> ▪ discouraging a child from taking part in activities ▪ blaming or shaming a child ▪ making fun of or laughing at or about a child ▪ using sarcastic or cruel humour with or to a child ▪ excessive use of negative language to a child, such as, “no” “stop that!” “don’t...” “you never...” 	
Inappropriate person	<p>Means a person:</p> <p>a) who may pose a risk to the safety, health or wellbeing of any child or children being educated and cared for by the education and care service; or</p> <p>b) whose behaviour or state of mind or whose pattern of behaviour or common state of mind is such that it would be inappropriate for him or her to be on the education and care service premises while children are being educated and cared for by the education and care service.</p>	National Law (Section 171)
Mandatory reporting	The legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.	Child Protection Act 1999 (QLD) (Division 2)
Nominated Supervisor	A person who is nominated by the approved provider of the service to be a nominated supervisor of that service and, unless the individual is the approved provider, has provided written consent to that nomination	Guide to the NQF
Reasonably believes	Believes on grounds that are reasonable in the circumstances	Schedule 3 Dictionary, Child Protection Act 1999
Reasonably suspects	Suspects on grounds that are reasonable in the circumstances.	
Reportable Suspicion	<p>Is a reasonable suspicion that the child:</p> <p>a) has suffered, is suffering, or is at unacceptable risk of suffering, significant harm caused by physical or sexual abuse; and</p> <p>b) may not have a parent able and willing to protect the child from the harm</p>	Child Protection Act 1999 (Section 13E)
Responsible Person	<p>an individual who is physically present and is responsible for the operation of a centre-based service for an agreed period of time. A responsible person must be present at all times that the approved service operates and can be:</p> <ul style="list-style-type: none"> ▪ the approved provider or a person with management or control of the service; ▪ a nominated supervisor of the service; or ▪ a person placed in day-to-day charge of the service in accordance with the National Regulations 	Guide to the NQF
Rights of the child	Human rights belonging to all children, as specified in the United Nations Convention on the Rights of the Child.	Guide to the NQF
Safeguarding Culture	Embedding safeguarding into everything an organisation does. In promoting this culture, young people and adults at risk will understand they will be listened to, supported, and know action will be taken on their behalf.	National Catholic Safeguarding Standards
Safeguarding Commitment Statement	A Commitment Statement describing an entity’s commitment to keep children and adults safe from harm. It informs the entity’s safeguarding culture.	

Sexual exploitation and grooming online	Developing a relationship with a child with the intention of abusing them. Offenders use emotional and psychological tricks to build relationships. The abuse can take place online or offline.	Girlguiding
Sharing of illegal and inappropriate imagery	'illegal' means child sexual abuse imagery and imagery that incites violence, hate or terrorism. 'Inappropriate' could mean sharing pornography, or violent or hateful content	
Staff Member	Any individual (other than a nominated supervisor or a volunteer) employed, appointed or engaged to work in or as part of an education and care service	Guide to the NQF
Trauma-informed and victim-centred support	A strengths-based framework which is founded on five core principles – safety, trustworthiness, choice, collaboration, and empowerment. Trauma-informed services do no harm: they do not re-traumatise or blame victims for their efforts to manage their traumatic reactions, and they embrace a message of hope and optimism that recovery is possible. In trauma-informed services, trauma survivors are seen as unique individuals who have managed their responses to the experiences as best that they could.	National Catholic Safeguarding Standards
Wellbeing	Sound wellbeing results from the satisfaction of basic needs – the need for tenderness and affection; security and clarity; social recognition; to feel competent; physical needs and for meaning in life. It includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.	Guide to the NQF
Working directly with children	A person is working directly with children at a given time if at that time the person: <ul style="list-style-type: none"> ▪ is physically present with the children, and ▪ is directly engaged in providing education and care to the children. 	National Regulation (Regulation 13)
Working with children (WWCC)	A notice, certificate or other document granted to, or with respect to, a person under a working with children law to the effect that: <ul style="list-style-type: none"> ▪ the person has been assessed as suitable to work with children; or ▪ there has been no information that if the person worked with children the person would pose a risk to the children; or ▪ the person is not prohibited from attempting to obtain, undertake or remain in child-related employment. 	National Law

LINKS TO OTHER POLICIES / DOCUMENTS

- CEEC CH POL Providing a Child Safe Environment Procedure
- CEEC PP POL Safeguarding Children Procedure
- CEEC PP FORM Record of Interview
- CEEC PP FORM Safeguarding Report
- [CEEC GOV POL Arrivals and Departures Policy](#)
- [CEEC GOV PRO Arrivals and Departures Procedure](#)
- CEEC HS POL Incident, Injury, Trauma, and Illness Policy
- CEEC HS PRO Incident, Injury, Trauma, and Illness Procedure
- CEEC HS POL Water Safety Policy
- CEEC PP POL Sleep, Rest and Relaxation Policy
- CEEC PP PRO Sleep, Rest and Relaxation Procedure
- [CEEC PP POL Incursions, Excursions, and Regular Outings Policy](#)
- [CEEC PP POL Incursions, Excursions, and Regular Outings Policy](#)

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 11 of 13

- [Archdiocese Of Brisbane Code of Conduct Policy](#)
- Archdiocese Of Brisbane – Work Health and Safety Policy
- [WHS Risk Management Standard](#)
- [Archdiocesan Contractor Management Standard](#)
- [WHS Electrical Standard](#)
- [CEEC GOV POL Records Management Policy](#)
- [Compliance Record Log](#)
- CEEC GOV POL Determining Responsible Person Present Policy
- CEEC GOV PRO Determining Responsible Person Present Procedure
- CEEC GOV POL Complaints and Feedback Management Policy
- CEEC GOV PRO Complaints and Feedback Management Procedure
- [CEEC GOV POL Records Management Policy](#)
- [CEEC HS POL Health And Hygiene Policy](#)
- [CEEC HS POL First Aid Policy](#)
- CEEC HS PRO First Aid Procedure
- [CEEC CH FORM First Aid Kit Checklist](#)
- [CEEC HS POL Immunisation Policy](#)
- [CEEC HS FORM Immunisation Information Checklist](#)
- [CEEC Training Register](#)
- [CEEC HS POL Food Safety and Nutrition Policy](#)
- [CEEC HS POL Food Safety Procedure](#)
- [CEEC HS POL Sun Protection Policy](#)
- CEEC HS PRO Sun Protection Procedure
- [CEEC HS POL Emergency Management Policy](#)
- [CEEC HS PRO Emergency Management Procedure](#)
- [CEEC PP POL Supervision Policy](#)
- [CEEC PP PRO Supervision Procedure](#)
- [Supervision Management Plans](#)
- [CEEC CH POL Dealing with Medical Conditions in Children Policy](#)
- CEEC CH PRO Dealing with Medical Conditions in Children Procedure
- [CEEC PP POL Interactions with Children Policy](#)
- [CEEC PP POL Guiding and Supporting Behaviour Policy](#)
- [CEEC HS FORM Daily Safety Checklists](#)
- [CEEC Educational Leader Position Statement](#)
- [Department of Children, Youth Justice and Multicultural Affairs – Protecting Children](#)
- [Department of Children, Youth Justice and Multicultural Affairs – Reporting Child Abuse](#)
- [ACECQA – Inappropriate Discipline](#)
- [Department of Education - Premises, furniture and equipment](#)
- [Kidsafe “Play Safety” Resources](#)
- Prohibition Notice for Prospective Employees
- Pre-Employment Declaration
- [CEEC SV APPENDIX Performance Standards](#)
- [Safe Conduct Agreement](#)
- [AOB Code of Conduct](#)
- [AOB Safeguarding Children and Vulnerable Adults Policy](#)
- [What is Family and Child Connect?](#)
- [Mandatory reporting by early childhood education and care professionals](#)
- [Understanding children’s sexual behaviour](#)

INDUCTION AND ONGOING TRAINING

This policy will be available on the Archdiocesan Intranet (AI) and the Catholic Early EdCare website. Service Leaders and Managers are responsible for ensuring staff are able to access policies and

CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY		
Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 12 of 13

supporting documents. All staff are responsible for understanding and complying with this policy. Educators and families are able to access this policy on the Catholic Early EdCare website.

- Educators and families will be invited to participate in the review of this policy.
- Families will be able to access a copy of this policy during the enrolment process.
- Summary information will be included in the CEEC information handbooks
- Changes to this document will be shared with families and educators.
- Ongoing training opportunities for educators will be provided using a range of learning platforms.

Please contact the Policy Sponsor for further interpretation of this policy.

MONITORING, EVALUATION AND REVIEW

Monitoring of compliance with this policy and the related procedure will be completed by the Governance and Performance team.

The review process for this policy will begin 8 (eight) weeks prior to the stated review date and include a consultation period with families, educators, Catholic Early EdCare team and any other relevant stakeholders and will be facilitated by the Research and Policy Officer.

Communication about any changes in or review of the policy, procedure or related supporting documents will be provided to Catholic Early EdCare team, Service Leaders, educators and families once finalised.

Breaches of this policy will be dealt with under Centacare's misconduct provisions, as stated in the Employment Guidelines Code of Conduct.

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Policy Sponsor: Governance & Performance	Date of Effect: 29/09/2023	Due for review: 29/09/2025
Approved by: Director CEEC	Version No: 2023.1	Page 13 of 13