

# CEEC CH POL PROVIDING A CHILD SAFE ENVIRONMENT POLICY



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## **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 support 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 differences 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.

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# LEGISLATIVE REQUIREMENTS

<b><u>Education and Care Services National Regulations</u></b>	
<b>Section 161</b>	Offence to operate education and care service without nominated supervisor.
<b>Section 161A</b>	Offence for nominated supervisor not to meet prescribed minimum requirements.
<b>Section 162</b>	Offence to operate education and care service unless responsible person is present.
<b>Section 162A</b>	Persons in day-to-day charge and nominated supervisors to have child protection training.
<b>Section 165</b>	Offence to inadequately supervise children.
<b>Section 166</b>	Offence to use inappropriate discipline.
<b>Section 167</b>	Offence relating to protection of children from harm and hazards.
<b>Section 169</b>	Offence relating to staffing arrangements.
<b>Section 174(2)(c)</b>	Offence to fail to notify certain information to Regulatory Authority.
<b>Section 188</b>	Offence to engage person to whom prohibition notice applies.
<b>Reg 82</b>	Tobacco, drug and alcohol-free environment.
<b>Reg 83</b>	Staff members not to be affected by alcohol or drugs.
<b>Reg 84</b>	Awareness of child protection law.
<b>Reg 85</b>	Incident, injury, trauma and illness policies and procedures.
<b>Reg 103</b>	Premises, furniture and equipment to be safe, clean and in good repair.
<b>Reg 115</b>	Premises designed to facilitate supervision.
<b>Reg 117B</b>	Minimum requirements for a person in day-to-day charge.

<b>Reg 122</b>	Educators must be working directly with children to be included in ratios.
<b>Reg 123</b>	Educator to child ratios — centre-based services.
<b>Reg 145</b>	Staff record.
<b>Reg 150</b>	Responsible person.
<b>Reg 155</b>	Interactions with children.
<b>Reg 157</b>	Access for parents.
<b>Reg 158</b>	Children’s attendance record to be kept by approved provider.
<b>Reg 160</b>	Child enrolment records to be kept by approved provider.
<b>Reg 161</b>	Authorisations to be kept in enrolment record.
<b>Reg 165</b>	Record of visitors.
<b>Reg 166</b>	Children not to be alone with visitors.
<b>Reg 167</b>	Record of service’s compliance.
<b>Reg 168</b>	Education and care service must have policies and procedures.
<b>Reg 171</b>	Policies and procedures to be kept available.
<b>Reg 172</b>	Notification of change to policies or procedures.
<b>Reg 175(2)(d)</b>	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.
<b>Reg 175(2)(e)</b>	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.
<b>Reg 183</b>	Storage of records and other documents.

<b>National Quality Standard</b>		
<b>Quality Area 2</b>	<b>Children’s Health and Safety</b>	
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.
<b>Quality Area 3</b>	<b>Physical Environment</b>	
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.
<b>Quality Area 4</b>	<b>Staffing Arrangements</b>	
Standard 4.1	Staffing Arrangements	Staffing arrangements enhance children’s learning and development.
<b>Quality Area 5</b>	<b>Relationships with Children</b>	
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.

<b>Quality Area 6</b>	<b>Collaborative Partnerships with Families and Communities</b>	
Standard 6.2	Collaborative Partnerships	Collaborative partnerships enhance children’s inclusion, learning and wellbeing.
<b>Quality Area 7</b>	<b>Governance and Leadership</b>	
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.

<b>Child Safe Organisation Legislation (QLD) Key Action Areas</b>	
<b>Standard 1 - Leadership and Culture</b> Child Safety and wellbeing is embedded	
1.1	The entity has a public commitment to children’s safety and wellbeing
1.2	A child safe culture is championed and modelled at all levels of the organisation, from the top down to the bottom up
1.3	Governance arrangements facilitate implementation of the Child Safety and Wellbeing Policy at all levels
1.4	A Code of Conduct provides guidelines for staff and volunteers on expected behavioural standards and responsibilities
1.5	Governance frameworks ensure Aboriginal and Torres Strait Islander peoples to be in leadership positions and have decision-making authority
1.6	Risk management strategies focus on preventing, identifying and mitigating risks to children.
<b>Standard 2 - Voice of Children</b> Children are informed about their rights participate in decisions affecting them and are taken seriously.	
2.1	Children have access and resources that enable them to understand their rights, including to safety, information and participation
2.2	The importance of friendships is recognised and support from peers is encouraged, to help children feel safe and be less isolated

2.3	Where relevant to the setting or context, children are offered access to sexual abuse prevention programs and to relevant related information in an age-appropriate way
2.4	Staff and volunteers are attuned to signs of harm and facilitate child-friendly ways for children to express their views, participate in decision-making and raise their concerns
<b>Standard 4 - Equity and Diversity</b> Equity is upheld and diverse needs respected in policy and practice	
4.1	The organisation, including staff and volunteers, understands the diverse circumstances of each child, provides culturally safe and trauma-informed support and responds to those who need extra support
4.2	Staff are equipped with the necessary training and skills to provide trauma-informed and culturally safe supports and services to all children
4.3	Children have access to information, support and complaints processes in ways that are culturally safe, accessible and easy to understand.
4.4	The organisation pays particular attention to supporting the needs of Aboriginal and Torres Strait Islander children, children with disability, children from CALD backgrounds, children who are refugees or asylum seekers, those who are unable to live at home and LGBTIQ+ children
4.5	Policies and practices embed Aboriginal and Torres Strait Islander knowledge systems and perspectives about child safety.
<b>Standard 8 - Physical and Online Environments</b> Physical and online environments promote safety and wellbeing and minimise the opportunity for children to be harmed.	
8.1	The organisation takes a holistic, strengths-based approach to safety and wellbeing, ensuring that all aspects of a child's wellbeing - physical, social, spiritual, emotional and cultural are prioritised
8.2	Staff and volunteers identify and mitigate risks in the online and physical environments without compromising a child's right to privacy, access to information, social connections and learning opportunities
8.3	The online environment is used in accordance with the organisation's Code of Conduct and Child Safety and Wellbeing Policy and practices
8.4	Risk management plans (including the Child and Youth Risk Management Strategy) consider risks posed by organisational settings, activities and the physical environment

8.5	Organisations that contract facilities and services from third parties have procurement policies that ensure the safety of children.
<b>Standard 9 - Continuous Improvement</b>	
Implementation of the Child Safe Standards is regularly reviewed and improved	
9.1	The organisation regularly reviews, evaluates and improves child safety and wellbeing policies, procedures and practices
9.2	Complaints, concerns and safety incidents are analysed to identify causes and systemic failures to inform continuous improvement
9.3	The organisation reports on the findings of relevant reviews to staff and volunteers and the community, families and children
9.4	Appropriate mechanisms are in place to measure progress and success using diverse evaluation methods, including Aboriginal and Torres Strait Islander success indicators
9.5	Implementation and accountability policies embed shared responsibility and accountability

## LINKS

- [Child Protection Act 1999](#)
- [Commission for Children and Young People and Child Guardian Act 2000](#)
- [Child Protection Amendments — Ombudsmen Act 1974](#)
- [Criminal Code \(Child Sexual Offences Reform\) and Other Legislation Amendment Act 2020](#)
- [Disability Services Act 2006 \(QLD\)](#)
- [National Principles for Child Safe Organisations](#)
- [Public Guardian Act 2014 \(QLD\)](#)
- [The Commonwealth Australian Human Rights Commission Act 1986 \(Cth\) \(AHRC Act\)](#)
- [Working with Children \(Risk Management and Screening\) Regulation 2011 \(QLD\)](#)
- [United Convention of the Rights of the Child \(1991\)](#)

# PRINCIPLES OF CEEC

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 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 comprehensive management of working with children check renewals by implementing strong policies and procedures around confirmation of positive renewals.
- Our People and Culture systems provide a reminder 18 weeks prior to expiry that lodgement is due in two weeks.
- We require that Blue Card Renewal Applications are submitted **16 weeks** prior to expiry. A copy of the confirmation of submission is to be emailed to [ceec.hr@catholicearlyedcare.qld.edu.au](mailto:ceec.hr@catholicearlyedcare.qld.edu.au).

- If an employee has not had an outcome from Blue Card Services 4 weeks prior to expiry it is expected the employee will follow up with Blue Card Services to enquire as to the progress of their application. The outcome of this discussion should be communicated to [ceec.hr@catholicearlyedcare.qld.edu.au](mailto:ceec.hr@catholicearlyedcare.qld.edu.au).
- If an employee has not received an outcome of their application two weeks prior to expiry, it is expected that the Employee agrees to work collaboratively with CEEC HR and Blue Card to confirm status of renewal application, including participation in a three-way tele-link to acquire confirmation of status of renewal application.



- If an employee has not received an outcome of their application and their card is at the point of expiry, they will be able to continue working if the following can be confirmed:
  - Renewal application was submitted 16 weeks prior to expiry, and;
  - The employee participated in a collaborative effort with CEEC HR and Blue Card to confirm the status of the renewal application (including participation in a three-way tele-link), and;
  - The employee consent to signing a statutory declaration indicating there are no external contributing factors that would contribute to the application being denied.
- If an employee does **not** comply with the previous points and the blue card expires, the employee will **not** be able to continue to work until the blue card renewal is received.
- 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 adults at risk.

**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.
- We are committed to ensuring the safety of children, and it is our collective responsibility to create a secure environment for their growth and development.
- We recognise the significance of child safety as the first step towards fostering a community that prioritises the wellbeing of our youngest members.
- We are committed to upholding legal standards, including ensuring that every adult interacting with children has received the necessary training to safeguard their welfare.
- The child safety training program will cover a range of topics, such as recognising signs of abuse, implementing appropriate supervision, understanding the difference between developmentally expected sexual behaviour and concerning or harmful behaviour by children or between children and responding to emergency situations involving children.

- We will support educators to gain insights into effective communication with children, understanding age-appropriate behaviours and creating environments that promote child safety and wellbeing. Special emphasis will be placed on trauma-informed practices in identifying, reporting and responding to child maltreatment.
- We will provide educators with clearly defined roles and responsibilities when involved in child-related activities. This will empower educators to understand their duties and obligations towards the safety of children, including the identification of grooming behaviour in both children and adults.
- We are committed to fostering a culture of shared responsibility, where everyone plays a part in ensuring the safety and protection of children and remains vigilant in identifying and reporting any grooming behaviour.

**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 will supervise children's access to technology, ensuring it is age-appropriate and aligns with the educational program's objectives.
- When devices are utilised by children, we will enable age-appropriate features, including parental controls and content filters, on devices used by children, in accordance with the National Quality Framework Guidelines.
- We will provide guidance and set clear boundaries for safe and responsible technology use.

- We will conduct regular checks of our devices to identify potential online risks to children's safety or breaches of the filters or controls.
- We will complete a detailed risk assessment to manage and mitigate identified risks, ensuring control measures are in place to provide a safe online environment for children.
- We will only use service-issued or approved devices for capturing images or videos of children within the centre-based services that comply with privacy and security standards outlined by regulatory authorities and the National Quality Framework.
- Our educators and staff are prohibited from carrying personal electronic devices capable of being connected to wifi, or capturing images or videos while in the presence of children.
- We will implement strict controls for the storage and retention of visual media.
- We will ensure that visual records are stored on password-protected devices or cloud-based platforms with restricted access limited to authorised personnel only.
- We will obtain prior consent from parents/guardians during enrolment for capturing and using images or videos of children within the program.
- We will ensure that documentation of consent will be maintained and readily accessible, and where applicable, with the image attached to the consent provided (e.g. Talent Release Form for specific promotions).
- Images or videos that are no longer necessary for the program or relevant will be promptly deleted or securely disposed of, following appropriate data destruction procedures [REFER TO RECORD KEEPING POLICY AND PROCEDURE FOR THE RETENTION PERIOD].
- 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 and 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 compliance 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.

# 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:</p> <p>Physical or verbal maltreatment</p> <ul style="list-style-type: none"> <li>• Neglect</li> <li>• Injury</li> <li>• Assault</li> <li>• Violation</li> <li>• Rape</li> <li>• Unjust practices</li> <li>• Crimes</li> <li>• Exploitation, or;</li> <li>• Other types of aggression</li> </ul> <p>There are several categories of abuse of adults, such as:</p> <ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Physical abuse</li> <li>• Emotional/psychological abuse</li> <li>• Neglect</li> <li>• Financial abuse</li> <li>• Exploitation</li> </ul> <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	<p>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.</p>	<a href="#">Guide to the NQF</a>

Term	Meaning	Source
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"> <li>• Who are elderly;</li> <li>• With a disability;</li> <li>• Who suffer from mental illness;</li> <li>• Who have diminished capacity;</li> <li>• Who have cognitive impairment;</li> <li>• Who have suffered previous abuse;</li> <li>• Who are experiencing transient risks;</li> <li>• Who in receiving a ministry or service are subject to a power imbalance;</li> <li>• Who identify as Aboriginal and/or Torres Strait Islander;</li> <li>• Who are from a culturally and linguistically diverse background;</li> <li>• Who are of diverse sexuality;</li> <li>• Who have any other impairment or adversity that makes it difficult for them to protect themselves from abuse.</li> </ul>	National Catholic Safeguarding Standards
Allegation	<p>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”.</p>	
Authorised Person	<p>Means:</p> <ul style="list-style-type: none"> <li>• A person who holds a current working with children check (WWCC), or equivalent, or;</li> <li>• A family member of a child who is being educated and cared for by the service, or;</li> <li>• An authorised nominee of a family member of a child who is being educated and cared for by the service, or;</li> <li>• In the case of an emergency, medical personnel or emergency service personnel, or;</li> <li>• 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.</li> </ul>	<a href="#">National Law (Section 170)</a>

Term	Meaning	Source
Child	A child is an individual under 18 years.	<a href="#">Child Protection Act 1999 (Section 8)</a>
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"> <li>• Physical abuse</li> <li>• Emotional/psychological abuse</li> <li>• Neglect</li> <li>• Sexual abuse</li> <li>• Exposure to family violence</li> </ul>	<a href="#">Australian Institute of Family Studies</a>
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
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
Educator	An individual who provides education and care for children as part of an education and care service.	<a href="#">Guide to the NQF</a>
Harm	<p>Harm, to a child, is any detrimental effect of a significant nature on the child's physical, psychological or emotional wellbeing.</p> <p>It is immaterial how the harm is caused.</p> <p>Harm can be caused by:</p> <ul style="list-style-type: none"> <li>• Physical, psychological or emotional abuse or neglect; or</li> <li>• Sexual abuse or exploitation.</li> </ul> <p>Harm can be caused by:</p> <ul style="list-style-type: none"> <li>• A single act, omission or circumstance; or</li> <li>• A series or combination of acts, omissions or circumstances.</li> </ul>	<a href="#">Child Protection Act 1999 (Section 9)</a>

Term	Meaning	Source
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"> <li>• Hitting, pushing, slapping, pinching or biting a child</li> <li>• Force-feeding a child</li> <li>• Yelling at or belittling a child</li> <li>• Humiliating a child</li> <li>• Physically dragging a child</li> <li>• Locking children away (or isolating them)</li> <li>• Depriving a child of food or drink</li> <li>• Unreasonable restraining of a child (this may include restraint in a high chair)</li> <li>• Excluding children from events</li> <li>• Consistently moving children to the office or other space away from the play areas</li> <li>• Moving children to another room as punishment</li> <li>• Verbally or physically threatening a child.</li> </ul> <p>Other examples of inappropriate practice are:</p> <ul style="list-style-type: none"> <li>• Negative labelling of child or family</li> <li>• Criticising a child’s actions or behaviours</li> <li>• Discouraging a child from taking part in activities</li> <li>• Blaming or shaming a child</li> <li>• Making fun of or laughing at or about a child</li> <li>• Using sarcastic or cruel humour with or to a child</li> <li>• Excessive use of negative language to a child, such as, “no”, “stop that!”, “don’t...”, “you never...”</li> </ul>	<p><a href="#">ACECQA – Inappropriate Discipline</a></p>
Inappropriate Person	<p>Means a person:</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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.</li> </ul>	<p><a href="#">National Law (Section 171)</a></p>

Term	Meaning	Source
Mandatory Reporting	The legislative requirement for selected classes of people to report suspected child abuse and neglect to government authorities.	<a href="#">Child Protection Act 1999 (QLD) (Division 2)</a>
Reasonably Believes	Believes on grounds that are reasonable in the circumstances.	<a href="#">Schedule 3 Dictionary, Child Protection Act 1999</a>
Reasonably Suspects	Suspects on grounds that are reasonable in the circumstances.	
Reportable Suspicion	Is a reasonable suspicion that the child: <ul style="list-style-type: none"> <li>• Has suffered, is suffering, or is at unacceptable risk of suffering significant harm caused by physical or sexual abuse; and</li> <li>• May not have a parent able and willing to protect the child from the harm.</li> </ul>	<a href="#">Child Protection Act 1999 (Section 13E)</a>
Responsible Person	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: <ul style="list-style-type: none"> <li>• The approved provider or a person with management or control of the service;</li> <li>• A nominated supervisor of the service, or;</li> <li>• A person placed in day-to-day charge of the service in accordance with the National Regulations.</li> </ul>	<a href="#">Guide to the NQF</a>
Rights of the Child	Human rights belonging to all children, as specified in the United Nations Convention on the Rights of the Child.	<a href="#">Guide to the NQF</a>
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.	

Term	Meaning	Source
Trauma-Informed and Victim-Centred Support	A strength-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.	<a href="#">Guide to the NQF</a>
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"> <li>• Is physically present with the children, and;</li> <li>• Is directly engaged in providing education and care to the children.</li> </ul>	<a href="#">National Regulation (Regulation 13)</a>
Working with Children (WWC)	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"> <li>• The person has been assessed as suitable to work with children, or;</li> <li>• There has been no information that if the person worked with children the person would pose a risk to the children, or;</li> <li>• The person is not prohibited from attempting to obtain, undertake or remain in child-related employment.</li> </ul>	<a href="#">National Law</a>

# LINKS TO OTHER POLICIES AND DOCUMENTS

- [CEEC CH POL Providing a Child Safe Environment Procedure](#)
- [CEEC PP POL Safeguarding Children Procedure](#)
- [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 PRO Incursions, Excursions, and Regular Outings Procedure](#)
- [CEEC Training Register](#)
- [CEEC HS POL Food Safety and Nutrition Policy](#)
- [CEEC HS PRO 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 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](#)
- [Kidsafe “Play Safety” Resources](#)
- [Safe Conduct Agreement](#)
- [Mandatory reporting by early childhood education and care professionals](#)

## 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 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 & 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.



