

CHILD WELLBEING POLICY

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1 REPORTING INFORMATION ABOUT A CHILD AT RISK OF SIGNIFICANT HARM



WHEN A MANDATORY REPORTER OR ANY OTHER PERSON HAS A REASONABLE SUSPICION A CHILD IS AT RISK OF SIGNIFICANT HARM THEY NEED TO CONTACT

THE
**CHILD PROTECTION HELPLINE ON
132 111 (24 HOURS, 7 DAYS)**

OR

MAKE A REPORT USING THE FOLLOWING LINK

<https://reporter.childstory.nsw.gov.au/s/>



WHEN CHILDREN ARE IN IMMEDIATE DANGER OF ABUSE CONTACT THE **POLICE
ON 000**

2 NQS

QA2	2.2.3	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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3 National Regulations and Legislation

Regs	84	Awareness of child protection law
Law	Children and Young Persons (Care and Protection) Act 1998.	

4 Aim

Kids Uni take our responsibility to provide a safe and caring environment for all children seriously. We believe that the safety of children is paramount at all times and we aim to protect a child's right to be safe from abuse of any kind.

- 4.1 This policy will ensure that all parties affected by this policy are made aware of their roles and responsibilities regarding child protection.
- 4.2 This policy aims to educate all parties about signs of abuse to assist with identifying children who might be at risk.
- 4.3 This policy aims to ensure that all requirements of child protection legislation requirements are being met.
- 4.4 Kids Uni aims to encourage all parties to be advocates for children and their wellbeing as our first priority.

5 Related Policies

The Kids' Uni Policies and Procedures apply to Kids' Uni North, Kids' Uni South, Kids Uni CBD, Kids Uni iC, Kids Uni EI

UOW Child Safe Policy and Code of Conduct
 UOW Pulse Ltd Privacy Policy (PUL-BUS-POL-013)
 UOW Pulse Ltd Drug and Alcohol Policy (PUL-BUS-POL-004)
 Record Keeping and Retention Policy (CHI-ADM-POL-049)
 Physical Environment Policy (CHI-ADM-POL-046)
 Death of a Child Policy (CHI-ADM-POL-014)
 Family Law and Access Policy (CHI-ADM-POL-025)
 Relationships with Children Policy (CHI-ADM-POL-050)

6 Who is affected by this Policy?

Staff, Families, Children and Management

7 UoW Pulse and Kids Uni's Commitment to keeping children safe

7.1 Statement of Commitment

We fundamentally believes that all children have the right to a life that is free from harm. We aim to provide an environment that is free from any type of abuse and foster a child's growth and development.

Educators at Kids Uni are aware of their obligations under the law in regards to the welfare of children and at all times uphold their obligation. In addition to this, Kids Uni aims to provide regular training to all educators (along with any volunteers, students etc) on child wellbeing issues to ensure that, in the event a child has suffered abuse, the service can act quickly in the best interests of the child.

Our full Statement of commitment to child safety is included in the UOW Pulse Child Safe Policy and Code of Conduct. It will be displayed in each of our services.

7.2 Codes of Conduct

Our service upholds three Codes of Conduct in relation to employers, educators, volunteers, students, families and children to ensure the safety and wellbeing of children:

- The Early Childhood Australia Code of Ethics
- The UoW Pulse Code of Conduct
- The UOW Pulse Child Safe Code of Conduct.

7.3 Risk Management Strategy

Our services will regularly conduct risk management assessments to consider risks such as physical environments, staff training, supervision, confidentiality, policy and staffing arrangements.

7.4 National Principles for Child Safe Organisations

Our services commit to the Australian Federal Government's National Principles for Child Safe Organisations. We will use actions plans to review each principle on an ongoing basis to ensure that our practices are aligned with best practice as outlined in the principles.

8 Recruitment

- 8.1 The service will keep up-to-date procedures on recruiting, selecting, training and managing paid employees.
- 8.2 The service is responsible for developing policies and procedures about recruitment, selection, management and training to ensure all persons working at the service are suitable.
- 8.3 A *Working with Children Check* will be conducted on all new employees who are over 18 years of age and a copy of this will be kept on file. This file will be maintained by the administrative team and archived in line with the requirements of the *Education and Care Regulations*.
- 8.5 The admin team will send out reminders to Directors as expiry dates approach for staff. Directors will be responsible for following this up and providing these updates to the admin team for the file.
- 8.4 *Working with children checks* for students, volunteers and visitors over 18 years of age will be maintained by the Director of the service and kept on the premises for three years.
- 8.5 Our job advertisements, interview questions and referee checks will all include reference to the National Child Safe Standards and ensure that we are appropriately screening potential employees.

9 Concerns of Abuse/ Neglect

The following outlines the responsibilities for educators and related people to children's services:

- 9.1 Responsibilities of Early Education staff to prevent and manage concerns of abuse and/or neglect.
Staff must:

- i. Report any situation where they suspect a child is at risk of significant harm to the Child Protection Helpline. All Early Education and Care and Early Intervention staff are mandatory reporters.
- ii. Be an advocate for, and promote the welfare, safety and wellbeing of children at the service.
- iii. Have an awareness of referral agencies for families where concerns of harm do not meet the significant harm threshold.
- iv. Be aware of obligations as per the Mandatory Reporter Guide which is available at <https://reporter.childstory.nsw.gov.au/s/>
- v. Assist in supporting children and families when liaising with the NSW Department of Education, the NSW Department of Communities and Justice or other government agencies.
- vi. It is imperative to remember that any person over 18 years of age who delivers Early Education to children as part of their paid or professional work is a mandatory reporter. Our procedure dictates that reports regarding a child at risk are to be communicated to the Director or the Head of Early Education. However, if this person fails to make a report each individual employee continues to be legally responsible to do so. It is the responsibility of the person that suspects child abuse to ensure a report is made.
- vii. In our Early Education and Care Services, ensure that at no time an educator, student, volunteer, parent or visitor is left alone with a child (other than a parent with their own child). Educators must remain within sight and / or sound of each other at all times.
- viii. In our Early Education and Care Services, ensure that they are following the services supervision plan at all times. Physical environments that may impede supervision (eg. Cubby house or access to bathrooms) will be managed through either elimination (removing the obstacle to supervision) or through our supervision plan (eg by positioning an educator in proximity to this space at all times).
- ix. Staff will maintain professional relationships with families. Staff should not form relationships with families outside of the service, including offering babysitting services or through social media.
- x. Staff are not permitted to take or store images of children enrolled in our services on any personal devices.
- xi. Staff are not permitted to have mobile phones or other personal devices in spaces when they are working with children, except in exceptional circumstances and with approval from the Director. This also includes watches that have capacity to take photographs.
- xii. Staff will engage with children using appropriate touch. If a child initiates affection such as a hug, or to sit on a staff members lap, this can be reciprocated. Staff may initiate affection, when appropriate, to calm or support a child, for example, to pat their back as they go to sleep, to offer a hug if a child is upset. At no time will a child be forced to express or receive affection. Children should be able to move away from a staff member freely if they choose too (eg if a child is sitting on an educators lap, they can hop down and move away if they choose too).
- xiii. If a child approaches a staff member to offer them a kiss, the staff member should offer their cheek to the child if they are comfortable doing so. Staff should not initiate kissing with a child at any time.

- xiv. If educators or other staff are connecting with children and families using an online platform they will put measures in place to ensure that they are not alone with children online. If the family are not present (able to be seen and heard), or there is not another staff member present, then the staff member will close down the connection immediately.

9.2 Responsibilities of UoW Pulse and staff to prevent and manage concerns of abuse and/or neglect.

UoW Pulse must:

- i. Ensure that all employees are:
 - a. Clear about their roles and responsibilities regarding child protection.
 - b. Aware of their obligations to immediately report suspected abuse to the Child Protection Hotline 132 111 or through the Child Story Reporter website <https://reporter.childstory.nsw.gov.au/s/>
 - c. Aware of the indicators when a child may be at risk of harm or significant harm.
- ii. Provide training and development for all employees in the recognition and reporting of abuse and harm.
- iii. Provide reporting procedures and professional standards for care and protection work.
- iv. Conduct a Working with Children Check for anyone over 18 years of age that will be working with children in line with the guidelines provided by the Office of the Children's Guardian <https://www.kidsguardian.nsw.gov.au/child-safe-organisations/working-with-children-check>
- v. Report to the Children's Guardian any reportable allegations and convictions made against an employee and ensure they are investigated by the Children's Services Manager with appropriate actions being taken when the investigation is complete.
- vi. Enable staff to have access to relevant acts, regulations, standards and other resources in order for them to complete their obligations.
- vii. Offer support and counselling through our Employee Assistance Program for staff involved in child wellbeing concerns, reports or issues. We understand that these circumstances can be confronting and upsetting.
- viii. Offer support to Trainees, to understand their roles and responsibilities regarding child protection, while considering their age and experience.

10 Indicators of Abuse

There are many indicators of harm to children. Behavioural or physical signs which can assist in recognising harm to children are known as indicators. The following is a guide only. One indicator on its own may not imply abuse or neglect. Each indicator needs to be considered in the context of other indicators and the child's circumstances.

General indicators of abuse and neglect

- marked delay between injury and seeking medical assistance
- history of injury
- the child gives some indication that the injury did not occur as reported by adults.
- the child tells you someone has hurt him/her
- the child tells you about someone he/she knows who has been hurt

- someone (relative, friend, acquaintance, sibling) tells you that the child may have been abused

10 Neglect

Child neglect is the continued failure by a parent or caregiver to provide a child with the basic things needed for his or her proper growth and development, such as food, clothing, shelter, medical and dental care and adequate supervision. Some examples are:

- Inability to respond emotionally to the child
- Child abandonment
- Depriving or withholding physical contact
- Failure to provide psychological nurturing
- Treating one child differently to the other
- Withholding medical attention for a child

10.1 General indicators of neglect in children

- poor standard of hygiene leading to social isolation
- scavenging or stealing food
- extreme longing for adult affection
- lacking a sense of genuine interaction with others
- acute separation anxiety
- self comforting behaviours, e.g. rocking, sucking
- delay in development milestones
- untreated physical problems, or delayed access to medical attention

10.2 Indicators of Physical Abuse in children

- facial, head and neck bruising
- lacerations and welts
- explanations are not consistent with injury
- bruising or marks that may show the shape of an object
- bite marks or scratches
- multiple injuries or bruises
- ingestion of poisonous substances, alcohol or drugs
- sprains, twists, dislocations
- bone fractures
- burns and scalds

10.3 Indicators of Physical Abuse in parents and caregivers

- direct admissions from parents about fear of hurting their children
- family history of violence
- history of their own maltreatment as a child
- repeated visits for medical assistance

10.4 Indicators of Emotional or Psychological Abuse in children

- feeling of worthlessness about them

- ii. inability to value others
- iii. lack of trust in people and expectations
- iv. extreme attention seeking behaviours
- v. other behavioural disorders (disruptiveness, aggressiveness, bullying)

10.5 Indicators of Emotional or Psychological Abuse in parents and caregivers

- i. constant criticism, belittling, teasing of a child or ignoring or withholding praise and affection
- ii. excessive or unreasonable demands
- iii. persistent hostility, severe verbal abuse, rejection and scape-goating
- iv. belief that a particular child is bad or “evil”
- v. using inappropriate physical or social isolation as punishment
- vi. exposure to domestic violence

10.6 Indicators of Sexual Abuse in children

- i. they describe sexual acts
- ii. direct or indirect disclosures
- iii. age inappropriate behaviour and/or persistent sexual behaviour
- iv. self destructive behaviour
- v. regression in development achievements
- vi. child being in contact with a suspected or know perpetrator of sexual assault
- vii. bleeding from the vagina or anus
- viii. injuries such as tears to the genitalia

10.7 Indicators of Sexual Abuse in parents, caregivers of anyone else associated with the child

- i. exposing the child to sexual behaviours of others
- ii. suspected of or charged with child sexual abuse
- iii. inappropriate jealousy regarding age appropriate development of independence from the family
- iv. coercing the child to engage in sexual behaviour with other children
- v. verbal threats of sexual abuse
- vi. exposing the child to pornography

10.8 Indicators of Domestic Violence in children

- i. show aggressive behaviour
- ii. develop phobias & insomnia
- iii. experience anxiety
- iv. show symptoms of depression
- v. have diminished self esteem
- vi. demonstrate poor development and problem solving skills
- vii. have reduced social competence skills including low levels of empathy
- viii. show emotional distress
- ix. have physical complaints

11 Definition of Significant Harm

- 11.1 A child is at risk of significant harm when the circumstances that are causing concern are present to a significant state. This means the concern is sufficient to warrant a response by a statutory authority, such as the NSW Police Force, Department of Education or Department of Family and Community Services regardless of a family's consent.
- 11.2 What is significant is not minor or trivial and may reasonably be expected to produce substantial and adverse impacts on the child's safety, welfare or wellbeing.
- 11.3 The significance can be a result of a single act or omission or an accumulation of acts and omissions.

12 "Concerns don't meet the Risk of Significant Harm" Threshold

- 12.1 When concerns of harm do not meet the significant harm threshold, the service should offer and coordinate assistance or make a referral to support services.
- 12.2 Services may be located through:
 - the Family Referral Services <http://www.familyreferralservice.com.au/>,
 - Department of Education,
 - Department of Communities and Justice.
 - The Kids Uni Referral and Support for Children with Additional Needs Procedure
 Family consent will be sought before making referrals.

13 Suspecting a Child is at Risk of Significant Harm

Staff can access the Mandatory Reporter Guide at <https://reporter.childstory.nsw.gov.au/s/> to decide if any of the indicators are present to a significant risk:

- 13.1 It is important to note that an unborn child can also be considered to be at risk.
- 13.2 If a staff member has reasonable grounds to suspect risk of significant harm, they are to use the Mandatory Reporter Guide to assess whether their concerns meet the threshold of risk of significant harm.
- 13.3 **If there is an immediate danger to the child the police and/or the Child Protection Hotline should be contacted directly.**
- 13.4 Police should also be contacted in any case where it is alleged or suspected that a crime has been committed.
- 13.5 Reasonable grounds refer to the need to have an objective basis for suspecting that a child may be at risk of significant based on:
 - i. First hand observation of the child, young person or family
 - ii. What the child, young person, parent or other person has made a disclosure
 - iii. What can reasonably be inferred based on professional training and/or experience.
- 13.6 When the use of the Mandatory Reporter Guide advises risk of significant harm, a mandatory reporter must make a report to the Child Protection Helpline.

14 Documentation

- 14.1 The service will maintain records to prepare and support its ability to make a report to the Child Protection Helpline. Records will be kept in line with our Privacy, Security and Confidentiality of Records Policy. When documenting concerns about a child's wellbeing, please refer to Form 'Child Wellbeing Record of Concern'.

- 14.2 Any staff member making a report will document any relevant information from the report on Form *Child Wellbeing Record of Concern*
- 14.3 Once a report is made to the Child Protection Helpline no further report needs to be made unless new information comes to hand.

15 Notification of Allegation of or Suspected Abuse

- 15.1 When someone with mandatory reporting obligations has responsible suspicion of abuse they need to contact the Child Protection Helpline and provide them with the necessary details. It is preferable that all documentation needed be available at the time of the call to ensure that all information can be given at once.
- 15.2 Consult the Mandatory Reporters Guide (available on website listed below) to assess whether a child is at risk of significant harm. The Child Protection Helpline phone number for mandatory reporters is:

Ph: 132 111

Alternatively, reports can be made through the Child Story Reporter website:

<https://reporter.childstory.nsw.gov.au/s/>

- 15.3 It is important that when making a notification that the notifier asks the following questions in relation to notification and documents any information that they can;
 - i. Name of person at Helpline who you spoke to.
 - ii. What the next step in the process is to be?
 - iii. Is there any further action you as the notifier need to take?

16 Notification of those involved in Early Education and Care and Early Intervention

- 16.1 In the case that a staff member has witnessed or has suspicions of another staff member abusing children, the same definition of abuse applies to those involved in the Early Education and Early Intervention sector as it would to anyone outside the services.
- 16.2 Any person who delivers Early Education or Early Intervention to children as part of their paid or professional work is a mandatory reporter. This includes if they suspect someone involved in the service is placing children at risk of harm. Any incident involving another person in the service must be reported to the Child Protection Helpline.
- 16.3 Staff concerns should be raised immediately with the Director and the Head of Early Education as part of the process of notification.
- 16.4 If the Director or the Head of Early Education is the person that has raised suspicion then the most senior member of staff should notify the Helpline and contact the CEO of UOW Pulse.
- 16.5 As well as notifying the Helpline, the most senior member of staff should also report their concerns to the NSW Department of Education (through the online ACECQA portal). The conduct may also breach the regulations and need to be investigated as a Regulatory matter.

- 16.6 *The Children's Guardian Act 2019* requires the service to notify the Children's Guardian within 7 days of becoming aware of any reportable allegations or conviction made against an employee in children's services (refer below for more detail).

17 Notifying the Children's Guardian (The Reportable Conduct Scheme)

Refer to this link for more information about the scheme

[Introduction to the NSW Reportable Conduct Scheme | Office of the Children's Guardian](#)

- 17.1 Special procedures are in place to manage allegations of reportable conduct or convictions against employees of all government and some non-government agencies in NSW.
- 17.2 *The Children's Guardian Act 2019* requires our service to notify the Children's Guardian within 7 days of becoming aware of any reportable allegations or conviction made against an employee (see below for definition of employee) in Early Education and Care. It is important to note that the allegations need to be reported whether or not the alleged conduct occurred in the course of employment. It also includes reporting alleged conduct that took place before you engaged the person as an employee. Penalties apply for breach of this requirement.
- 17.3 The service is required to conduct an investigation into allegations made against an employee. The Children's Guardian Office can offer resources and advice to support this investigation. The service is required to report back with findings within 30 calendar days. Penalties apply for breach of this requirement.
- 17.4 The Children's Guardian needs to be informed of any allegation regardless of the outcome. There does not need to be evidence of the conduct, this is an allegations based reporting scheme.
- 17.5 Some matters are notifiable to the Children's Guardian as an allegation of reportable conduct. These are only reported to the Child Protection Helpline if there are also current concerns of children at significant risk.
- 17.6 If the outcome of the investigation is that the allegation is unsubstantiated, there may still be risks that have been identified that will need to be managed and a risk assessment may be required. All appropriate actions to protect children must be undertaken.
- 17.7 The contact number for the Office of the Children's Guardian is ph: (02)82193800. It is recommended that if you are unsure as to whether an offence is reportable that you contact them on this number for advice.
- 17.8 During an investigation the Head of the Entity (UoW Pulse) will liaise with relevant government agencies including the Office of the Children's Guardian, NSW Police, NSW Department of Education and Family and Community Services regarding suitable communications with all relevant stakeholders. We understand that there are many complexities to consider and this will ensure that we do not contaminate other investigations that are underway.
- 17.9 UOW Pulse will provide appropriate support for any educator who has an allegation made against them, or educators who are involved in reporting and investigations.

18 Definition of Terms for Reportable Conduct under the Children's Guardian Act

Term	Definition
Relevant Entity	The Provider of the Child Care Service (UoW Pulse) – representatives of UOW Pulse would be the CEO or the Head of Early Education.

Reportable Allegations	<ul style="list-style-type: none"> Any sexual offence under a law of the State, another State or Territory, or the Commonwealth committed against, with or in the presence of a child. For example, grooming, sexual touching, or a child pornography offence. sexual misconduct, committed against, with or in the presence of a child that is sexual in nature but is not considered to be a sexual offence. For example, sexual comments, conversations or communications. any assault. For example, striking, kicking, dragging or threatening to physically harm a child. ill treatment of a child – defined as conduct towards a child that is unreasonable and seriously inappropriate. For example, a pattern of hostile and degrading comments, in appropriate behaviour management or making excessive demands. neglect of a child, significant failure to provide adequate and proper food, supervision, nursing, clothing, medical aid or lodging for the child that causes, or is likely to cause harm to a child. This includes failure to protect a child from abuse and exposure to harmful environments. any behaviour that causes psychological or emotional harm to a child. Certain criminal offences under the Crimes Act 1900 including a failure to reduce or remove risk of a child becoming a victim of abuse (Section 43B) and Concealing a Child Abuse Offence (Section 316A). Behaviour that causes significant emotional or psychological harm to a child
Employee of Agency	<p>There are two groups of people who are considered to be employees and who may have reportable allegations made against them or be the subject of a reportable conviction.</p> <p>These two groups are:</p> <ul style="list-style-type: none"> any employee of the agency, whether or not employed in connection with any work or activities of the agency that relates to children, and any individual engaged by the agency to provide services to children (including in the capacity as a volunteer). <ul style="list-style-type: none"> contractors sub-contractors volunteers, work experience participants, students on placements, e.g. TAFE, secondary or tertiary students
Head of Relevant Entity	The Provider (UoW Pulse)
A Child	A child is defined in the Act as being anyone under the age of 18 years old.

19 Confidentiality

It is important that any notification remains confidential, as it is vitally important to remember that no confirmation of any allegation can be made until the matter is investigated.

20 Sharing Information

Chapter 16A of the *Children and Young Persons (Care and Protection) Act 1998* enables certain organisations that are deemed to be ‘prescribed bodies’ by law, to directly share information relating to the safety, welfare or wellbeing of a child or young person without consent of the family.

If a request for information is put forward to UoW Pulse Children’s Services for such information, the Head of Early Education must be notified immediately. The request must be placed in writing and the identification of the person requesting the information must be verified.

Information will only be shared with prescribed bodies as outlined in the Act. Sole practitioners in private practice such as doctors, speech therapists, lawyers and counsellors are not covered by Chapter 16A, nor are Federal agencies such as Centre link.

Further information is available at:

<https://www.facs.nsw.gov.au/providers/children-families/interagency-guidelines/information-sharing-for-service-coordination>

21 Safeguard for reporters

20.1 In order to create a culture of speaking up and to encourage reporting, the *Children’s Guardian Act 2019* includes whistle blower protection. Section 64 of the Act protects whistle blower’s who provide information about a reportable allegation in good faith. It is an offence for detrimental action to be taken against a person providing information because of the report, complaint or notification.

22 Disclosure

An individual who makes a report should not inform the person they have made the report about unless advised to do so by the Department of Communities and Justice. This ensures the matter can be investigated without prior knowledge and contamination of evidence.

23 Further Information

- 22.1 All staff should be aware that when supporting children who are, or have been, at risk, or are in other ways related to or affected by an abusive situation, that they are not questioned about the abuse as this may hinder the formal investigation of the situation.
- 22.2 Staff should not coerce additional information from children but should keep a record of their disclosure should children disclose information. This information will be used as part of the formal investigation.

24 Responding to Sexualised Play

- 24.1 We recognise that children’s exploration with sexualised play can range from age appropriate through to concerning. This kind of play needs a sensitive approach.
- 24.2 In order to prevent problematic sexualised behaviour our staff will:
 - i. follow the services supervision plan at all times.
 - ii. Be alert to children’s play, be aware of early warning signs that children may be interested in exploring sexualised play.

- iii. consider how the physical environment is set up to avoid areas where children are not in direct line of sight with an educator.
- iv. teach protective behaviours as part of our educational programs with children (see more detail below).

- 24.3 When responding to problematic sexualised play staff will:
- i. intervene to redirect the play in a calm manner as we would with any challenging behaviours.
 - ii. if appropriate, use the moment for intentional teaching around appropriate or inappropriate touching or each person's right to say "NO" if it makes them uncomfortable.
 - iii. report the behaviour to the Centre Director who will assist educators to determine if further action is required or if the behaviour needs to be documented and /or reported.
 - iv. speak with families about the behaviour under the guidance of the Director.
 - v. offer support and resources to families whose child has engaged in sexualised play and also to the families of a child who has been exposed to sexualised play. Consider how we will support all children involved in sexualised play.
 - vi. discuss the behaviour with other educators in the space and establish the need for some teaching strategies to be implemented.
 - vii. Refer to the 'Traffic Light' resource in the Kids Uni Child Wellbeing Education Framework to assess the play and seek appropriate responses.
- <https://www.education.act.gov.au/support-for-our-students/feeling-safe-at-school/national-child-safe-principles/responding-to-student-harmful-sexual-behaviour/traffic-light-system-to-assess-sexual-behaviour>

25 Children's Voices

As outlined in Standard 2 of the Child Safe Standards, it is critical that children are empowered to speak up and that they are believed if they make a disclosure. If a child makes a disclosure, it is the responsibility of an adult to believe that child and to act on their disclosure on behalf of the child.

At Kids Uni children will be given voices in decision making at all levels of the organisation. Some examples might include input into decisions about:

- resources will be used in the classroom
- mealtimes and food choices
- independence in toileting and self-care
- which experiences they will engage in and when
- who they play with
- which educators they spend more time with

Children will be asked to offer input into policy writing, philosophy review and research projects. They also have opportunity to have a voice in issues or changes within their community.

Children are encouraged to have an opinion and educators are encouraged to listen to children and create opportunities for them to be heard.

Children will have opportunities to see their voices and choices in action through the daily changes and interactions within the classroom. Educators will share policies, philosophy and research projects with children on completion so that they can see their voices have been heard and acted on.

26 Teaching Protective Behaviour with Children

26.1 We aim to teach children:

- i. to recognise their feelings and express them verbally.
- ii. that they have a right to say 'no' if they are uncomfortable.
- iii. that the parts of their bodies covered by their underwear is private.
- iv. that they have a right to feel safe at all times.
- v. to recognise the signs when they do not feel safe and who they can talk to when they have these feelings.
- vi. the difference between 'fun' scared that is the feeling of adventure and appropriate risk taking and dangerous scared that is not ok.

The Kids' Uni Child Wellbeing Education Framework resource will support staff with further strategies and resources to teach protective behaviours to children. This is designed to be a supporting resource for this policy.

27 Appendices

Kids Uni Child Wellbeing Education Framework

- Available for staff on intranet – S drive
- Available for staff and families – hard copy in each service.

28 Sources and Resources for Staff and Families

UNICEF: United Nations Conventions on the rights of the child.

<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

NSW Office of the Children's Guardian

<https://www.kidsguardian.nsw.gov.au/>

SAFE book series protective behaviours program

Children and Young Persons (Care and Protection) Act 1998

The Children's Guardian Act 2019

Advocate for Children and Young People Act 2014 (*Commission for Children and Young People's Act repealed*)

The NSW Family and Community Services: NSW Mandatory Reporting Guide

<https://reporter.childstory.nsw.gov.au/s/>

Child Protection (Working with Children) Act 2012

eSafety Commissioner

<https://www.esafety.gov.au/kids>

NSW Police

<https://www.police.nsw.gov.au/>

Headspace

<https://headspace.org.au/>

Education and Care Services National Regulations 2011

Early Years Learning Framework

National Quality Standard

Australian Human Rights Commission

National Principles for Child Safe Organisations

Reportable Conduct Scheme

[Introduction to the NSW Reportable Conduct Scheme | Office of the Children's Guardian](#)

Traffic Light System for Assessing Sexualised Play

<https://www.education.act.gov.au/support-for-our-students/feeling-safe-at-school/national-child-safe-principles/responding-to-student-harmful-sexual-behaviour/traffic-light-system-to-assess-sexual-behaviour>

28 Review

This policy will be reviewed annually and the review will include Management, Employees, Families and Interested Parties.

29 Version Control Table

Version Control	Date Released	Next Review	Approved By	Amendment
1	March 2012	March 2013	Michele Fowler Manager – Kids Uni	
2	March 2013	March 2014	Michele Fowler Manager – Kids Uni	Paragraph inserted re application of policies across all centres. Migrated into new QA format.
3	Mar 2014	Mar 2015	Michele Fowler Manager – Kids Uni	Minor editorial changes made as part of the annual review.
4	Mar 2015	Mar 2016	Michele Fowler Manager – Kids Uni	Minor editorial changes made as part of the annual review. Removed code of conduct and placed in 'Educator & Management Policy' as per Centre Support recommendations
5	Mar 2016	Mar 2017	M. Gillmore – General Manager	Reviewed and no changes required.
6	July 2017	July 2018	Kellie Grose – Manager, Children's Services	Updated contact details, references and legislation Updated terminology to reflect current legislation Refined definitions of Mandatory Reporters Removed components of policy that were not related to NSW legislation. Added clause to address legislation around Sharing of Information.
7	March 2018	March 2019	Kellie Grose – Manager, Children's Services	Added prevention and responses for problematic sexualised play Added preventative measures around supervision and physical environments Added process for maintaining WWCC records Added EAP for educators
8	June 2018	June 2019	Kellie Grose – Manager, Children's Services	Added in reference to form – Child Wellbeing Record of Concern Added in reference to resource and reporting tool 'Child Story Reporter'
9	June 2019	June 2020	Kellie Grose – Manager, Children's Services	Added risk management strategy – risk assessment tool Added commitment to National Principles for Child Safe Organisations. Added clause around professional relationships between families and children. Added clause about educators use of personal devices in classrooms and taking or storing images of children. Updated key teaching points around protective behaviours to include the concepts from the Office of the Children's Guardian SAFE book series protective behaviours series. Added clause to support families when their child engages in or is exposed to sexualised play. Added clause around affection between educators and children.
10	September 2019	June 2020	Louise Windisch – Director, Kids Uni North	Updated to reflect Department of Family and Community services name change to Department of Communities and Justice Removed Keep Them Safe website information
11	November 2019	June 2020	Nicole Bray – Director Kids Uni iC	Updated to reflect name changes to Kids Uni iC and OOSH
12	February 2020	February 2021	Kellie Grose – Manager, Children's Services	Updated changes from the Children's Guardian Act 2019 - Move from Ombudsman to OCG
13	May 2020	May 2021	Kellie Grose – Manager, Children's Services	Updated changes from the Children's Guardian Act 2019 following updated training from Office of Children's Guardian regarding: - reportable conduct occurring outside of work and historically. - terminology – changing head of agency to head of relevant entity - reinforcing that reportable conduct is an allegations based scheme - definition of a child under the Act - definition of Reportable Conduct under the Act. - contacting Police for instances where a crime has been committed. - whistle blower clause in the law

				- appropriate communications with stakeholders during an investigation.
14	June 2021	June 2022	Kellie Grose – Manager, Children’s Services	Added a clause around online safety when staff are connecting with children using online platforms.
15	Sept 21	Sept 22	Kellie Grose – Manager, Children’s Services	Added reference to newly created UOW Pulse Child Safe documents.
16	July 22	July 23	Kellie Grose – Manager, Children’s Services	Updated aims of the policy Added section 26 – Children’s Voices – in response to Standard 2 of the Child Safe Standards Added suggested resources from Guide to Child Safe Standards Updated definition of reportable conduct under the Children’s Guardian Act
17	December 2022	December 2023	Louise Windisch – Kids’ Uni North Director	Updated with information about school based trainees and staff under 18 years of age. Updated to refer to Kids’ Uni Child Wellbeing Education Framework
18	August 2023	August 2024	Kellie Grose – Head of Early Education	Updated recruitment processes to reflect appropriate screening Updated references to devices to include watches that take photos. Updated terminology, titles and links to resources. Removed doubled up information Added more references to the Kids Uni Child Wellbeing Education Framework and added this document as an Appendices to this policy. Changed language and titles to ensure that the policy is relevant to Early Intervention.